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ABSTRACT

This training pack is designed for use with employees in the catering and hospitality industries. The material takes common workplace procedures and terminology and uses these as the basis for improving reading, writing, oral communication, and math skills. The pack is designed as a complete course of 13 modules over a period of 32-48 hours, but each module is also freestanding. The modules cover the following: notices and instructions; following instructions; accident reports; formal writing; company communications; oral communications (OC) 1; total quality management; OC 2; OC 3; numerical records; percentages and decimals; interpreting visual information; and metric and imperial conversion. A framework lists the modules and gives a detailed overview of the job areas covered by the material. Information is included about the competencies that can be achieved through each module. Each module is divided into two sections. The front page of Section A states the aim of the module and related skills, makes suggestions for the introduction, and lists material needed. The center pages are the main scheme of work and include a time guide, skills, method/activity, notes to trainer, and reference to relevant tasksheet. Section B, Extension Activities, is appropriate for employees who have more confidence in their basic skills and would like to practice them in a more advanced context. It presents aims, skills, and activities with relevant case studies, tasksheets, and exemplar materials. The pack also includes sample materials that offer further strategies for improving basic skills and give further practice and an assessment sheet with completed example sheet. (YLB)

ED356400

IMPROVING BASIC SKILLS IN THE WORKPLACE

A Core Course for the Catering and Hospitality Industries

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ALBSU 2

IMPROVING BASIC SKILLS IN THE WORKPLACE

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IMPROVING BASIC SKILLS IN THE WORKPLACE

A Core Course for the Catering and Hospitality Industries

by
Lorraine Collins

ALBSU
The Basic Skills Unit

WHO IS THE PACK FOR?

This training pack is designed for use with employees in the catering and hospitality industries. The material contained in the pack takes common workplace procedures and terminology and uses these as the basis for improving reading, writing, oral communication and maths skills.

The target group for this pack would be those who would benefit from improving the above skills in a work related context. In some cases the pack may be used with employees who need to improve basic skills before embarking on job specific training. They may wish to use the pack in order to work towards a qualification, for example one of the Catering and Hospitality National Vocational Qualifications. There are also specific basic skills qualifications that act as 'stepping stones' to vocational qualifications, for example the City and Guilds 3793 and 3794 awards (Wordpower or Numberpower).

CONTENTS

FRAMEWORK

Module 1 – NOTICES AND INSTRUCTIONS

Module 2 – FOLLOWING INSTRUCTIONS – READING AND UNDERSTANDING

Module 3 – ACCIDENT REPORTS

Module 4 – FORMAL WRITING

Module 5 – COMPANY COMMUNICATIONS

Module 6 – ORAL COMMUNICATIONS (1)

Module 7 – TOTAL QUALITY MANAGEMENT

Module 8 – ORAL COMMUNICATIONS (2)

Module 9 – ORAL COMMUNICATIONS (3)

Module 10 – NUMERICAL RECORDS

Module 11 – PERCENTAGES AND DECIMALS

Module 12 – INTERPRETING VISUAL INFORMATION

Module 13 – METRIC AND IMPERIAL CONVERSION

TASKSHEETS

EXEMPLAR MATERIALS

ASSESSMENT AND EVALUATION

BASIC SKILLS AND STANDARDS SCHEMA

MODULE NUMBER	MODULE AREA	SUBJECT AREA
1.	NOTICES AND INSTRUCTIONS	HEALTH AND SAFETY
2.	FOLLOWING INSTRUCTIONS – READING AND UNDERSTANDING	PEST CONTROL
3.	ACCIDENT REPORTS	HEALTH AND SAFETY
4.	FORMAL WRITING	MEMO/REPORT WRITING
5.	COMPANY COMMUNICATIONS	CONTENT AND PURPOSE
6.	ORAL COMMUNICATIONS (1)	TAKING RESPONSIBILITY – COMMUNICATING WITH COLLEAGUES
7.	TOTAL QUALITY MANAGEMENT (TQM)	DEFINING YOUR JOB ROLE AND RESPONSIBILITIES
8.	ORAL COMMUNICATIONS (2)	DEALING WITH CUSTOMERS FACE-TO-FACE
9.	ORAL COMMUNICATIONS (3)	USING THE TELEPHONE
10.	NUMERICAL RECORDS	STOCK ROTATION
11.	PERCENTAGES AND DECIMALS	WORK CALCULATIONS
12.	INTERPRETING VISUAL INFORMATION	BAR CHARTS AND PIE CHARTS
13.	METRIC CONVERSION	MEASUREMENT OF WEIGHT, VOLUME AND LENGTH

NATIONAL VOCATIONAL QUALIFICATIONS CATERING AND HOSPITALITY INDUSTRY	ALBSU BASIC SKILLS STANDARD	
SECTION A	**SECTION A**	**SECTION B**
Core Unit – Maintain a Safe and Secure Working Environment – Elements G1.1, E.1 and G1.4	C 06.2 C 07.1	C 15.2 C 15.3
Core Unit – Maintain a Safe and Secure Working Environment – Element G1.4	C 06.2	C 13.1
Core Unit – Maintain a Safe and Secure Working Environment – Element G1.3	C 09.1	C 15.2 C 15.3
Underpinning writing skills	C 09.1	C 15.2 C 15.3
Underpinning interpreting skills	C 06.1	C 15.2 C 15.3
Underpinning oral skills	C 10.1 C 10.2	C 11.2
Underpinning oral skills Underpinning note taking skills	C 10.1 C 10.2 C 12.1	C 16.1
Core Unit – Deal with Customers Element G3.1 Reception – Provide Customer Information Element 2A2.1	C 10.1 C 10.2	C 16.2
Core Unit – Deal with Customers Element G3.1 Reception – Make Telephone Calls & Deal with Incoming Telephone Calls Elements 2A1.2 and 2A1.1	C 06.3 C 09.1 C 10.1 C 10.2	C 06.3 C 16.2 C 08.1 C 08.2
Serve Food and Drink Element 2C8.2 and 2C12.2 Food Preparation and Cooking Element 2D11.2	N 07.1 N 07.2 N 07.3	N 13.4
Core Unit – Handle and Record Payments Element G4.2 Food Preparation and Cooking Element 2D4.3	N 01.2 N 04.2 N 04.3	N 13.4
Underpinning knowledge of food hygiene	N 07.1 C 02.1 N 13.2	N 13.2
Food Preparation and Cooking Unit 2D1 Prepare and Cook Meat and Poultry Dishes Element 2D1.1	N 04.1 N 04.2 N 04.3	N 11.1

KEY C – Communication Skills
N – Numeracy Skills
Example: N 4.1 = Numeracy Element 4, Level 1

HOW IS THE PACK DESIGNED?

The pack is designed as a complete course of 13 Modules over a period of thirty two to forty eight hours. However, each Module is freestanding so can be selected according to the needs of the employee group. It may be necessary to run additional modules with reading material specific to the company or organisation. These will give the opportunity for the trainer to decide the content according to the specific needs of the employee group. The emphasis may be on a particular area of basic skills or on job specific training, and are likely to involve the use of in-house bulletins, company policy information, or forms that relate to the company alone.

The **Framework** lists the modules in the pack and gives a detailed overview of the job areas covered by the material. Information is included about the **Competencies** that can be achieved through each module. These relate to National Vocational Qualifications at Level 2 for the Catering and Hospitality Industries and the ALBSU Basic Skills Standards that go to make up the City and Guilds 3793 and 3794 Awards. A simplified schema for the basic skills standards is included in the Pack.

Modules 1 to 13 each comprise a four page booklet setting down a detailed **Scheme of Work** with related **Tasksheets**. Each Module is self-explanatory so the trainer may be guided by the methods, activities and materials suggested in the pack.

The Module is divided into two sections:

SECTION A

This is the main section. The **front page** sets down the aim of the Module and related skills. It also makes suggestions for the Introduction and lists the materials needed. A small chart shows how the content links up to the competencies required for the relevant NVQ Level 2 and how the relvant basic skills competences can be achieved.

The **centre pages** are the main Scheme Of Work for Module A.

TIME GUIDE: The total time envisaged for Module A is about two hours. However this acts as a guide only – it will depend very much on the size and level of the employee group. Each Scheme of Work adds up to 105 minutes. This allows 15 minutes for the Introduction and end of session assessment/evaluation.

SKILL: Shows how the skills for the session are to be achieved through the activities.

METHOD/ACTIVITY: Describes the activity to be presented to the employee group and the methods to be used.

NOTES TO TRAINER: Provides extra information to the trainer on how to carry out the activity.

TASKSHEET: Tells the trainer the number and title of the relevant Tasksheet.

COMMUNICATION SKILLS/NUMERACY SKILLS: Links the activities to the relevant Stage, Unit and Element of the ALBSU Basic Skills Standards.

NVQ
CORE UNIT G1 Maintain a safe and secure working environment **ELEMENT G1.3**
Communication Skills
UNIT 09 ELEMENT 1 Write letters, reports, notes and other messages

SECTION B

This section is called **EXTENSION ACTIVITIES** and is on the **back page** of the booklet. The Extension Activities section would be appropriate for employees who have more confidence in their basic skills and would like to practise them in a more advanced context, particularly in relation to supervisory skills.

It builds on the skills in Section A and can be used in two ways:

- As a continuation of Section A for those groups or individuals who may complete the main work within the two hours suggested
- As freestanding training for a separate group of employees who wish to 'brush up' their existing skills in a work related context.

As in Section A, Section B has the aims and skills defined. There are then suggestions for activities that underpin these skills and related Case Studies, Tasksheets and Exemplar Materials.

A small chart shows the main accreditation covered.

The pack also includes a number of **EXEMPLAR MATERIALS** which can be found as separate sheets at the back of the Pack – these offer a range of further strategies for improving basic skills and give further practice material, including forms to complete. The exemplar materials should be used with those employees who are still unsure of their competence in a particular skill.

An **Assessment** sheet at the end of the Pack, is designed for use at the end of each session. This gives the trainer and employee an opportunity to evaluate progress immediately for individual modules. Therefore assessment does not depend on completion of all the Modules. The sheet outlines a consistent format to be completed for each Module according to the skills and accreditation covered. Only the relevant parts need be completed. Space is also provided to write suggestions for further training.The sheet can be prepared before the session begins as the **completed Example Sheet** illustrates. Where appropriate, the assessments can be added to the employees' existing Portfolio or Record of Achievement as evidence of training.

REFERENCES

'Better Communication Skills at Work', by Melanie Kelcher (BBC)

'Office of Population Census and Surveys'

'Basic Skills Assessment Pack', (ALBSU)

'Assessing Reading', (ALBSU)

'ALBSU Basic Skills Standards for Students and Trainees', (ALBSU)

'Occupational Standards of Competence at Level 2 – NVQs and SVQs for the Catering and Hospitality Industry and Licensed Trade (Hotel and Catering Training Company)

MODULE 1

MODULE AREA

Notices and Instructions

SUBJECT AREA

Health and Safety

SECTION A

AIM

To give the employee competence in understanding and acting upon Health and Safety notices and instructions.

SKILLS

1. To identify the four categories of safety signs.
2. To understand relevant vocabulary including negative and positive messages.
3. To understand that each instruction is part of a complete process.
4. To use observation and listening skills in following instructions.

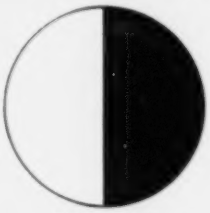
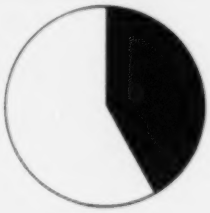
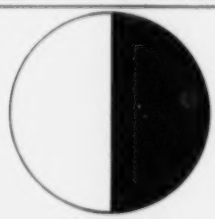
NOTES TO TRAINER

SUGGESTIONS FOR INTRODUCTION

- It is useful to stress the importance of understanding notices and following instructions. You may wish to define the terms "notices" and "instructions" so the employees are clear about the difference.
- Ask the employees to think of any accidents that have occurred in the workplace or at home which could have been avoided by following instructions or reading notices correctly.
- Illustrate the session by bringing in examples of notices and instructions that are in every day use in your workplace. Make sure these follow the "house style" of your company, if appropriate.

MATERIALS YOU NEED

- Flip Chart or Board.
- Marker pens in red, yellow, blue and green plus one to write content.
- Photocopies of Tasksheets 1 and 2.
- Piece of equipment used in the workplace that is easily transportable!

TIME GUIDE	SKILL	METHOD ACTIVITY
20 minutes	1.	**IDENTIFY THE 4 CATEGORIES OF SAFETY SIGNS** • WITH GROUP – Divide flip chart into 4 columns. Give them the following headings: Column 1 Category of symbol Column 2 Definition of symbol Column 3 Drawing of symbol Column 4 Example of symbol. • Ask employees to complete column 2 with you. • Select a willing employee to draw or suggest answers for column 3. • Ask employees to suggest examples for each sign and together complete column 4.
 30 minutes	2.	**UNDERSTAND RELEVANT VOCABULARY** • Discuss instructional vocabulary with emphasis on positive and negative as in Tasksheet 1. • Give out Tasksheet to complete. • Examine the negative messages created by the addition of prefixes.
 25 minutes	3.	**TO UNDERSTAND THAT EACH INSTRUCTION IS PART OF A PROCESS.** • Give out Tasksheet 2 for completion. • Feedback on the importance of reading instructions through first. • Select a volunteer. • Ask the person to close their eyes. • Introduce a new object into the room. • Ask another employee to guide their colleague towards it.
 30 minutes	4.	**TO USE OBSERVATION AND LISTENING SKILLS** • Demonstrate how to use a particular piece of equipment, talking through each stage. • To check their understanding give the employees the "Cloze" exercise that you have designed.

NOTES FOR TRAINER	TASKSHEET
• This can be done using an O.H.P. • In column 1 write: Prohibition, Warning, Mandatory, Safe Conditions. • EXAMPLES: Prohibition = Smoking Warning = Machinery Mandatory = Head Covering Safe Conditions = First Aid	
	TASKSHEET 1
• DO NOT explain this tasksheet before giving out. • Inform the employees that it must be done individually and ask them to indicate when they have finished. • DO NOT put the object at table height. • This activity should show the importance of giving and following instructions correctly.	TASKSHEET 2 Following Instructions
• If you are unable to use a piece of equipment, this activity can be done using an aspect of food handling.	EXEMPLAR MATERIALS: Cloze exercise

NVQ
CORE UNIT G1 Maintain a safe and secure working environment **ELEMENTS G1.1 & G1.4**
Communication Skills
UNIT 06 ELEMENT 2 Refer to written instructions to carry out an activity
UNIT 07 ELEMENT 1 Read and act on signs and labels

Extension Activities

SECTION B

AIM

To write a set of instructions demonstrating appropriate awareness of sequencing, structure, vocabulary and spelling.

SKILLS

1. To demonstrate competent note taking skills.
2. To demonstrate awareness of sequencing instructions.
3. To use the appropriate vocabulary.
4. To use spelling strategies in order to tackle difficult words.

ACTIVITIES

SKILL 1

- Demonstrate an activity without any verbal clues.
- Ask the employees to write a set of accompanying instructions.

SKILL 2

- Find individual illustrations that describe each stage of a process.
- Present them in the **incorrect** order.
- Ask the employees to write accompanying instructions.

SKILL 3

- Discuss appropriate vocabulary using workplace material.

SKILL 4

- Look at the following spelling strategies:
  LOOK, SAY, COVER, WRITE, CHECK.
  WORD BREAKING.
  ADDING PREFIXES AND SUFFIXES TO ROOT WORDS.

(For examples of these strategies, see Exemplar Materials Section)

Communication Skills

UNIT 15 ELEMENT 2
Present material in a specialised format

UNIT 15 ELEMENT 3
Convey information and opinions in written form

MODULE 2

MODULE AREA

Following Instructions – Reading and Understanding

SUBJECT AREA

Pest Control

SECTION A

AIM

To give the employee competence in understanding the format and content of written instructions.

SKILLS

1. To appreciate that following instructions correctly is a vital part of working as a team.
2. To demonstrate an understanding of the Food Hygiene regulations pertaining to Pest Control.
3. To demonstrate an understanding of the text by selecting appropriate content.

NOTES TO TRAINER

SUGGESTIONS FOR INTRODUCTION

- Ensure that the employees have the skills level as demonstrated in Module 1 "NOTICES AND INSTRUCTIONS".
- The emphasis of this Module is on selecting information. In order to do this, the employee must show an understanding of what is being read. You may wish to develop this activity with work specific materials in other relevant areas.

MATERIALS YOU NEED

- Flip Chart or Board.
- Photocopies of Tasksheet 3.

TIME GUIDE	SKILL	METHOD ACTIVITY
30 minutes	1.	**FOLLOWING INSTRUCTIONS CORRECTLY IS A VITAL PART OF WORKING AS A TEAM** • GROUP ACTIVITY – Discuss what is meant by "team work." • Who do they consider to be part of their team? • PAIR WORK – If a member of the team did not follow instructions correctly which led to pest infestation, what would be the consequences for the individual and other colleagues? • FEEDBACK.
30 minutes	2.	**FOOD HYGIENE REGULATIONS PERTAINING TO PEST CONTROL** • GROUP ACTIVITY – Discuss the reasons for following pest control instructions correctly.
45 minutes	3.	**SELECTING APPROPRIATE CONTENT** • INDIVIDUAL ACTIVITY – Give out Tasksheet 3. • Feedback. • Did they make adjustments as they went along? • Were there key words which helped? • GROUP ACTIVITY – Relate reasons discussed in Skill 2 to the appropriate heading on the work sheet.

NOTES FOR TRAINER	TASKSHEET
• Draw a spidogram on the board to illustrate team. e.g. escalation of problem, affecting wider area, preventing efficient operations, individual and company fines.	
• PREVENTATIVE e.g. cockroaches are tiny, so can squeeze into a *mm* gap. • They hate air movement and draughts. • They require moisture and warmth. • They eat **anything.** • Therefore unsuitable conditions must be created to discourage them. • Note these facts on the board.	
	TASKSHEET 3 Insect Eradication Programme

NVQ
CORE UNIT G1 Maintain a safe and secure working environment **ELEMENT G1.4**
Communication Skills
UNIT 06 ELEMENT 2 Refer to written instructions to carry out an activity

Extension Activities

SECTION B

AIM

To demonstrate understanding of instructions by converting a text into a flow chart.

SKILLS

1. To demonstrate an understanding of the text.
2. To extract the main points from the text.
3. To sequence instructions in appropriate stages.
4. To express the information on a flow chart.

ACTIVITIES

These relate to Tasksheet 4.

BACKGROUND KNOWLEDGE – Ensure that employees understand the purpose and format of a flow chart.

1. Introduce text.
2. Ask employees to consider the main points from the text.
3. Ask employees to order points logically.
4. Ask employees to create flow chart.

SUGGESTIONS FOR FURTHER ACTIVITIES

Select another procedure and ask employees to present instructions to the group in a suitable format. (e.g. point form, pictorial, flow chart).

Communication Skills

UNIT 13 ELEMENT 1
Select material from a variety of given textual sources for a specified purpose

MODULE 3

MODULE AREA

Accident Reports

SUBJECT AREA

Health and Safety

SECTION A

AIM

To give the employees competence in completing accident reports.

SKILLS

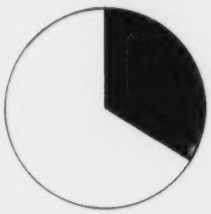
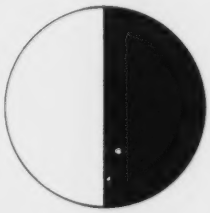
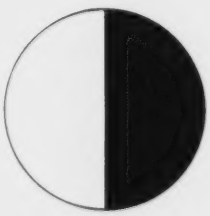
1. To understand the differences between formal and informal language.
2. To identify and be familiar with appropriate vocabulary.
3. To separate essential facts from unnecessary detail and opinion.
4. To present factual information in a logical sequence.

NOTES TO TRAINER

- It may be useful for you to use your own company/organisation's accident report form. If so, you may wish to add to or amend the vocabulary task which the employees will be working on.
- A sample Accident Report form has been included in the Exemplar Materials section.

MATERIALS YOU NEED

- Flip Chart/Board.
- Photocopies of Tasksheets 5 and 6.
- Copies of your own or Exemplar Material Accident Report form.
- Copies of Spelling Strategies 'Look, Say, Cover, Write, Check' and 'Word breaking' from Exemplar Materials section.
- Dictionaries for reference.

TIME GUIDE	SKILL	METHOD / ACTIVITY
 20 minutes	1.	**UNDERSTAND FORMAL/INFORMAL LANGUAGE** • GROUP ACTIVITY – Ask two employees to read out Reports 1 and 2 from the Case Study (Task A). • Ask the group to consider the style and language used in the two reports. • Stress the importance of using an appropriate style in reporting accidents.
25 minutes	2.	**UNDERSTAND RELEVANT VOCABULARY** • Using the list of key vocabulary in Tasksheet 5, ask employees to work in pairs to complete the exercise.
 30 minutes	3.	**SEPARATE ESSENTIAL INFORMATION** • INDIVIDUAL ACTIVITY – Give out Tasksheet 6. • Employees need to read through two reports to complete a table of information about an accident.
 30 minutes	4.	**PRESENT FACTUAL INFORMATION IN A LOGICAL SEQUENCE** • INDIVIDUAL ACTIVITY – Using information from the accident in Tasksheet 6, complete the Accident Report form.

NOTES TO TRAINER	TASKSHEET
• On board make two columns. **Report 1** **Report 2** Colloquialisms informal language formal language direct speech indirect/reported speech active style passive style subjective style objective style • Which report was verbal? • Which was written? • How did employees know?	Tasksheet 5 ACCIDENT REPORT STYLE AND VOCABULARY
• Employees may wish to practise some of the Spelling Strategies in Exemplar Materials section.	Tasksheet 5 ACCIDENT REPORT STYLE AND VOCABULARY
• When employees have completed the table, stress importance of separating fact from opinion and irrelevant detail.	Tasksheet 6 SELECTING RELEVANT INFORMATION
• Ask employees to refer back to the vocabulary work if necessary, and to consider appropriate style and language to complete the form.	ACCIDENT REPORT FORM – EXEMPLAR MATERIALS SECTION

NVQ

CORE UNIT G1
Maintain a safe and secure working environment
ELEMENT G1.3

Communication Skills

UNIT 09 ELEMENT 1
Write letters, reports, notes and other messages

Extension Activities

SECTION B

AIM

To write an accident report showing awareness of selecting relevant information and presenting this in a logical sequence using appropriate style and vocabulary.

SKILLS

1. To demonstrate competence in taking notes.
2. To demonstrate competence in presenting information in logical sequence.
3. To use an appropriate reporting style.

ACTIVITIES

1. Give employees two reports from Tasksheet 6.

   DO NOT give them the chart or the Accident Report form.

   Ask them to make their own notes on the key points from the report.

2. Put the notes into logical sequence.

   When they have finished, have they answered these questions?

   Who?

   What?

   When?

   Where?

   How?

3. Discuss appropriate style of report writing:

   Formal language

   Passive style

   Factual – unambiguous

   Unbiased – avoiding personal comments

   Analysis of information

   Summary Skills – The **KISS** formula – Keep It Short and Simple.

Ask employees to write up their notes as a report. They should use their own format and sub headings.

Communication Skills

UNIT 15 ELEMENT 2
Present material in a specialised format

UNIT 15 ELEMENT 3
Convey information and opinions in written form

MODULE 4

MODULE AREA

Formal Writing

SUBJECT AREA

Memo/Report Writing

SECTION A

AIM

To give the employee an awareness of the format and vocabulary suitable for memo writing.

SKILLS

1. To identify the purpose of a memo.
2. To use the appropriate format.
3. To differentiate between tones and styles.
4. To write a memo.

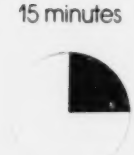
NOTES TO TRAINERS

SUGGESTIONS FOR INTRODUCTION

- In Module 5 "COMPANY COMMUNICATIONS" a range of communications is looked at, including Memos.
- You may wish to refer briefly to this in order to place Memos in their correct context.

MATERIALS YOU NEED

- Board/Flip Chart.
- Photocopies of Tasksheet 7.
- Your company's memo sheets or copies of Memo sheet in Exemplar Materials Section.
- Copies of Punctuation, Sentences and Paragraphs and Proofreading from Exemplar Materials Section.

TIME GUIDE	SKILL	METHOD / ACTIVITY
10 minutes 10 minutes	1.	**TO IDENTIFY THE PURPOSE OF A MEMO** • GROUP ACTIVITY POINT TO EXPLAIN – a form of 'internal letter', only sent to people within organisation. • Short for 'Memorandum' meaning 'a note to help the memory.' • DISCUSS – Have the employees had any memos sent to them, if so, on what subject? • What is the purpose of a memo?
10 minutes	2.	**TO USE THE APPROPRIATE FORMAT** • What is the layout?
15 minutes  15 minutes	3.	**TO DIFFERENTIATE BETWEEN TONES AND STYLES** • GROUP ACTIVITY – Discuss the importance of identifying the personality and background of the receiver when deciding on tone and style. • TERM TO DEFINE – 'Context'. What difference will this make to the way a memo is written? **INDIVIDUAL ACTIVITY** • Tasksheet 7
20 minutes 15 minutes	4.	**TO WRITE A MEMO** • Ask the employees to write a memo to their line manager regarding release for this training course. • The manager has already agreed verbally but needs details. **FEEDBACK** • Essential points? • Tone, Style?

NOTES TO TRAINER	TASKSHEET
• To give instructions, provide information,make requests or suggestions, confirm facts and agreements made orally.	
• Show your company's memo or the example from the Exemplar Materials Section. • A copy should always be kept.	
• Avoid jargon. • Explain specialist terms if unknown to receiver. • Consider relationship with receiver-senior or junior to sender. • Is the memo to be sent to more than one person? • Different departments? • Is it formal or informal? • Is a reply expected?	Tasksheet 7 Phrases for Memo Writing
• Use your company's memo headings or from Exemplar Materials Section. • Check if there are any other current memos employees have to write. e.g. dates, times, any extra time to get to and from training room. • Polite confirmation, thanks for agreement.	Exemplar Materials Punctuation, Sentences and Proofreading

NVQ

Underpinning writing skills

Communication Skills

UNIT 09 ELEMENT 1
Write letters, reports, notes and other messages

Extension Activities

SECTION B

Communication Skills
UNIT 15 ELEMENT 2 Present material in a specialised format
UNIT 15 ELEMENT 3 Convey information and opinions in written form

AIM

To give the employee competence in writing reports.

SKILLS

1. To understand the purpose of a report.
2. To be familiar with the layout and style of a short, informal report.
3. To write a report.

BACKGROUND INFORMATION

- Accident reports have been looked at in Module 3 HEALTH AND SAFETY, ACCIDENT REPORTS. Refer to this first for specific details on differentiating between fact and opinion and the tone that should be used.
- Also refer to Exemplar Materials Section for help with Spelling, Punctuation, Paragraphs and Proofreading.

ACTIVITIES

SKILL 1

Think of appropriate subjects for the following type of reports:

- To gain accurate information
- To obtain informed insights
- To assist in decision making processes
- To help in the solving of problems.

(**Example**: installation of new machinery and associated problems)

SKILL 2

Examine the division of material.

- **Introductory section** should include terms of reference, background information. Puts the reader 'in the picture.'
- **Informational section** should include the details. Clear headings or numbering of paragraphs will help the reader.
- **Conclusions/recommendations section** should summarise the main points and recommend a course of action, if required.

STYLE

- Should be factual and impersonal. The first person 'I' should be used as little as possible.

SKILL 3

- You will need to refer to the Case Study in Module 8 'DEALING WITH CUSTOMERS FACE-TO-FACE', (Extension Activities, Section B).

In the Case Study, you were the assistant manager of the Galaxy Hotel restaurant and had to deal with conflict between customers. Your senior manager has requested a report on the incident. Using the questions as a guide, write the report.

MODULE 5

MODULE AREA

Company Communications

SUBJECT AREA

Content and Purpose

SECTION A

AIM

To give the employees competence in identifying the content and purpose of company communications.

SKILLS

1. To identify the range of company communications.
2. To differentiate between internal and external communications.
3. To select appropriate forms of communication for different purposes.
4. To design a specific format taking account of the intended audience.

NOTES TO TRAINER

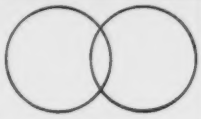
SUGGESTIONS FOR INTRODUCTION

- Discuss what written communications were involved in the employees' placements on this course.

MATERIALS YOU NEED

- Bring a wide selection of company examples to the session (e.g. letters, memos, leaflets, circulars etc.).
- Flip Chart/Board.
- Photocopy of Tasksheet 8.
- You may also decide to give the employees a photocopy of the Questionnaire from the Exemplar Materials. Alternatively, you may prefer to use this for your reference only.

TIME GUIDE	SKILL	METHOD ACTIVITY
15 minutes	1.	**TO IDENTIFY THE RANGE OF COMPANY COMMUNICATIONS** • GROUP ACTIVITY – Ask employees how many different types of company communications they can think of including specific examples they have recently seen. • Ask the employees to identify the intended recipients of the communications.
15 minutes	2.	**DIFFERENTIATE BETWEEN INTERNAL AND EXTERNAL COMMUNICATIONS** • Return to the diagram you have drawn. • GROUP ACTIVITY – ask employees to identify the three areas.
25 minutes	3.	**SELECT APPROPRIATE COMMUNICATIONS FOR DIFFERENT PURPOSES** • GROUP ACTIVITY – Consider the list of definitions at the top of the Tasksheet. • Then in small groups ask the employees to complete Tasksheet.
45 minutes 10 minutes	4.	**DESIGN A SPECIFIC FORMAT TAKING ACCOUNT OF THE INTENDED AUDIENCE** • Devising a questionnaire – divide the employees into two groups. GROUP 1 – quality of food in staff canteen. GROUP 2 – staff uniform. • The employees should design a list of about ten questions for their subject. • The employees should then try out their questionnaire on the other group. **FEEDBACK** • Did any of the questions need rephrasing? • Was the method chosen for noting answers satisfactory? (e.g. yes/no, choice of answers, etc.)

NOTES TO TRAINER	TASKSHEET
• Draw a diagram like this:  At employees' suggestions write in: Circle one – note, memo, company newsletter Circle two – standard letter, leaflet In the overlap – questionnaire, form, circular letter. • Add any further suggestions. • TERM TO DEFINE – recipient.	
• Circle 1 = External Circle 2 = Internal Overlap = Both	
• Use company examples.	TASKSHEET 8 Which communication?
• Group 1 to include price, service, choice • Group 2 to include comfort, presentation, laundry facilities.	

NVQ

Underpinning interpreting skills

Communication Skills

UNIT 06 ELEMENT 1
Extract information or meaning from a variety of written sources

Extension Activities

SECTION B

AIM

To use the correct style, tone and content for a formal letter.

SKILLS

1. To demonstrate awareness of suitable format.
2. To demonstrate awareness of suitable vocabulary and tone.
3. To use correct spelling and punctuation.

ACTIVITIES

SKILL 1

Ensure employees are familiar with the standard layout of a formal letter.

SKILL 2

Ask for their comments on the letter written in Tasksheet 9.

SKILL 3

Refer to Exemplar Materials Spelling Strategies, Punctuation, Drafting and Proofreading.

The following Case Study underpins all three skills.

CASE STUDY

Due to increased concern over security, LOMEL CATERING SERVICES LTD has instigated a new system for delivery vehicles. In future there will be a supervisor on duty at the main gate. All vehicles will check in at this point to be ticked off the supervisor's list. The driver will then go to the unloading area where warehouse staff will confirm receipt of the delivery.

Write a letter to all suppliers explaining this change in procedure and asking for their support.

REMEMBER – think about the tone, format and presentation of the letter.

Communication Skills

UNIT 15 ELEMENT 2
Present material in a specialised format

UNIT 15 ELEMENT 3
Convey information and opinions in written form

MODULE 6

MODULE AREA

Oral Communications (1)

SUBJECT AREA

Taking Responsibility – Communicating with Colleagues

SECTION A

AIM

To demonstrate the advantages of taking responsibility and to give competence in the relevant oral skills.

SKILLS

1. To appreciate the advantages of working as a team.
2. To understand the different mechanisms of teamwork.
3. To be able to give and receive criticism.

NOTES TO TRAINER

SUGGESTIONS FOR INTRODUCTION

- In Module 2 "FOLLOWING INSTRUCTIONS – READING AND UNDERSTANDING", teamwork was looked at from the Health and Safety point of view.
- You may wish to use that as a basis before continuing on to this Module.
- If the employees represent different groups of workers, it would be useful for them to sit with their colleagues during the group activities.

MATERIALS YOU NEED

- Flip Chart/Board.
- Photocopies of Tasksheets 10 and 11.

TIME GUIDE	SKILL	METHOD ACTIVITY
30 minutes	1.	**THE ADVANTAGES OF WORKING AS A TEAM** • POINT TO EXPLAIN – "The House that Jack Built" Syndrome – each task is a link in a chain, if one link is broken, the chain doesn't function. • GROUP ACTIVITY – starting from the most basic task in the kitchen, examine what effect not doing the task properly would have on the other jobs to be performed.
15 minutes	2.	**DIFFERENT MECHANISMS OF TEAMWORK** • POINT TO EXPLAIN – teams may be informal or part of the company structure but their success relies on the same principles. i.e. mutual support and encouragement from its members. • GROUP ACTIVITY – how is a supportive atmosphere created?
5 minutes 15 minutes 5 minutes 25 minutes 10 minutes	3.	**GIVING AND RECEIVING CRITICISM** • GROUP ACTIVITY – ask the employees what things make them critical of colleagues. How do they express this? • IN PAIRS – Tasksheet 10. • GROUP ACTIVITY – ask the employees how they receive criticism. • IN PAIRS – Tasksheet 11. • GROUP ACTIVITY – Feedback.

NOTES TO TRAINER	TASKSHEET
• TERM TO DEFINE – a team. • You could express this as a flow chart on the board. You may prefer to ask the employees to do this in relation to their own jobs.	
• By showing interest and concern, developing other people's ideas, allowing people to take risks, not laughing at other people.	
e.g. talking behind people's back-what effect does that have? e.g. getting upset,losing temper, not responding. • You may like to ask two pairs of employees to act their role play in front of the others.	TASKSHEET 10 Role play Giving Criticism TASKSHEET 11 Role play Receiving Criticism

NVQ

Underpinning oral skills

Communication Skills

UNIT 10
ELEMENTS 1 & 2
Provide and obtain information

Extension Activities

SECTION B

AIM

To take appropriate action when dealing with an unexpected situation.

SKILLS

1. To use appropriate listening skills.
2. To use reassuring skills.
3. To make a quick and effective decision.
4. To brief colleagues on a particular course of action.

All these skills are underpinned in the following Case Study.

CASE STUDY

The time is 11.45 a.m.

You are temporarily in charge of your section as the supervisor has taken her lunch hour.

A colleague approaches you very distressed as she has lost her handbag. Inside the bag are some tablets which she must take straight after her meal. It was when she was on her lunch break that she discovered the bag was missing. She had not eaten at this stage.

She said that she took it out of her locker and then remembered that she had a message for someone. She left her bag in the rest room while she delivered the message and when she returned a few minutes later the bag was gone.

There were several other members of staff in the restroom at the time, some of whom have returned to their duties.

How would you deal with this situation in an efficient and effective way?

MODULE 7

MODULE AREA

Total Quality Management (TQM)

SUBJECT AREA

Defining Your Job Role and Responsibilities

SECTION A

AIM

To enable employees to use the mechanism of T.Q.M. in order to improve job motivation and company involvement.

SKILLS

1. To understand the functions of Total Quality Management.
2. To be able to ask questions effectively.
3. To be able to put across a point of view.
4. To be able to summarise the main points in order to take appropriate action.

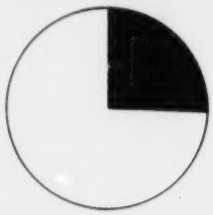
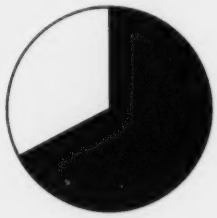
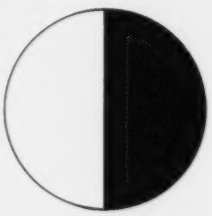
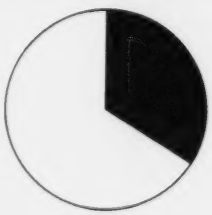
NOTES TO TRAINER

SUGGESTIONS FOR INTRODUCTION

- It would be helpful to refer to Module 6 'ORAL COMMUNICATION', as a basis for communicating with colleagues.
- Your organisation may have various approaches towards T.Q.M. e.g. Team Briefings, Improvement Groups, Quality Circles.
- If your organisation wishes to establish a similar system, this session could be used as a basis for starting the process. It could also help in developing team work approaches.
- You are going to run this session as a Quality Circle meeting with yourself as the chairperson!
- Ask the employees to take relevant notes throughout the session.

MATERIALS YOU NEED

- Flip Chart/Board.
- Photocopies of Tasksheet 12 cut into three sections and pasted onto card for extra durability.

TIME GUIDE	SKILL	METHOD/ACTIVITY
 15 minutes	1.	**TO UNDERSTAND THE FUNCTIONS OF T.Q.M.** • GROUP ACTIVITY – What is T.Q.M. and what are the benefits to the company and the employees? • Ask employees to take notes. • Explain that this session will be run like a Quality Circle – the issue discussed will be how to participate in them effectively.
 40 minutes	2.	**TO ASK QUESTIONS EFFECTIVELY** • GROUP ACTIVITY – Divide the employees into groups of three. • Give each member of the group one of the cards from Tasksheet 12. • Allow five minutes for this activity. • FEEDBACK – How did each member feel about their part in the activity? • Explain that Card 2 had closed questions and Card 3 had open questions. • Discuss the advantages of open questions. • Ask employees to take notes.
 30 minutes	3.	**TO PUT ACROSS A POINT OF VIEW** • GROUP ACTIVITY – Why are people sometimes afraid to say what they think? • How can these fears be overcome? • Ask employees to take notes.
 20 minutes	4.	**SUMMARISE THE MAIN POINTS** • Ask employees to summarise the main points of the session verbally from the notes they have taken.

NOTES TO TRAINER	TASKSHEET
• A system that monitors the quality of company service by offering the opportunity for all staff to become involved in the process. (e.g. Quality Circles, Improvement Groups). • Quality Circle – A team of volunteers who meet regularly to identify, analyse and solve work related problems.	
• The purpose of this Tasksheet is to explore responses to open questions (Card 3) and closed questions (Card 2). • Open questions require a greater response. • Ensure that the employees are clear about their task before the activity begins. • They should not disclose to other group members what is on their card.	TASKSHEET 12 Asking Questions
• Fear of stammering or blushing. • Fear of being thought stupid. • Afraid they won't express themselves clearly. • Supportive, non-threatening atmosphere. • Listen before speaking. • Have good reasons to support your case. • Make a positive opening statement.	

NVQ

Underpinning oral and note taking skills

Communication Skills

UNIT 10 ELEMENT 1
Provide information to one person
UNIT 10 ELEMENT 2
Obtain information from one person
UNIT 12 ELEMENT 1
Obtain information from a live talk or lecture

Extension Activities

SECTION B

AIM

To carry out team briefings effectively.

SKILLS

1. To make effective preparation notes.
2. To consider the order in which the meeting should be presented.
3. To consider appropriate presentation techniques.

These skills are underpinned in the following Case Study.

CASE STUDY

You are going to be running the next team briefing in your department. This is an informal occasion where information is given out and issues are raised. Below is a list of items you need to mention. Make appropriate notes for the meeting, considering the order in which the items should be presented and the best ways to present them.

1. Staff taking too long over breaks, causing delays in relief change overs. Some members of staff getting annoyed when they are not relieved in time. Also puts the work schedule out.
2. Suggestions invited for next social club event. Should partners be invited too?
3. Reminder of Health and Safety training next week. Staff involved should take their confirmation of attendance letter to the training.
4. New system of signing out when uniform is collected from the laundry. Uniform must not be collected on someone else's behalf.
5. Introduce new member of staff.
6. Dates for the next four team briefings will be posted on General Notice Board.
7. Suggestions invited for next fund raising event to support local charity.

Communication Skills

UNIT 16 ELEMENT 1
Explain or describe orally an activity, place or object to help one person or several people to do something

MODULE 8

MODULE AREA

Oral Communications (2)

SUBJECT AREA

Dealing with Customers Face-to-Face

SECTION A

AIM

To give the employees competence in dealing with customers face-to-face.

SKILLS

1. To demonstrate appropriate interactive skills.
2. To demonstrate appropriate listening skills.
3. To provide information effectively.
4. To handle customer complaints effectively.

NOTES TO TRAINER

SUGGESTIONS FOR INTRODUCTION

- Stress the importance of each employee being the public face of a company. A good impression given by the employee is a positive image for the company. Equally, a bad impression will mean a dissatisfied customer who is less likely to use the company again.
- You may have a Customer Care policy at your place of work which you could look at together. This may include a means of customer feedback, e.g. questionnaires.

MATERIALS YOU NEED

- Flip Chart/Board.
- Copy of Company Customer Care policy if available.
- Photocopies of Tasksheet 13.

TIME GUIDE	SKILL	METHOD/ACTIVITY
10 minutes 15 minutes	1.	**APPROPRIATE INTERACTIVE SKILLS** • PAIR ACTIVITY – Divide employees into pairs. One person should be Number 1, the other should be Number 2. • Number 1 should talk on a chosen subject for two minutes. • Number 2 should listen but NOT RESPOND IN ANY WAY, either by verbal or non-verbal means. • FEEDBACK – How did Number 1 feel? Were they able to continue despite apparent lack of interest from Number 2? What did they feel was missing from Number 2? • How did Number 2 feel? Were they able to concentrate on what was being said without responding?
15 minutes	2.	**IMPROVING LISTENING SKILLS** • GROUP ACTIVITY – Create a check list for listening skills including verbal and non-verbal means.
20 minutes 25 minutes	3.	**PROVIDING INFORMATION TO CUSTOMERS** • GROUP ACTIVITY – What sort of information might customers ask for at a Reception Desk or in a Restaurant/ Bar? • How would this information be presented to the customer? (i.e. verbal, written). • Would anyone else need evidence of the request? • How would the employees deal with a request they couldn't answer themselves? • How would they ensure that the customer had understood the information? **INDIVIDUAL ACTIVITY** • Tasksheet 13.
20 minutes	4.	**DEALING WITH CUSTOMER COMPLAINTS** • GROUP ACTIVITY – Why do people complain? • What should an employee NOT do when confronted with a complaining customer? • How can an employee diffuse the situation? • If the complaint is justified, what measures should the employee take to ensure the situation doesn't occur again?

NOTES TO TRAINER	TASKSHEET
• Tell each group **separately** what they must do. It is vital that Number 1 does not know the instructions you have given to Number 2. e.g. no smiling, nodding, eye contact, confirming phrases, sitting forward. • Did they feel uninteresting?	
• This should arise from the previous activity.	
• Write list on board. • You may wish to divide into two groups. • Ask questions, summarise information.	Tasksheet 13 RECEPTION DESK
• Nervous, anxious, lack of confidence, blame others, interrupt, be defensive. • Stay calm. • Listen carefully, be sympathetic. • Notify the appropriate authority.	

NVQ
CORE UNIT G3 Deal with customers **ELEMENT G3.1** **RECEPTION UNIT 2A2** Provide customer information and book external services **ELEMENT 2A2.1**
Communication Skills
UNIT 10 **ELEMENTS 1 & 2** Provide and obtain information

Extension Activities

SECTION B

AIM

To demonstrate the ability to deal with conflict between customers.

SKILLS

1. To diffuse a difficult situation.
2. To use appropriate listening skills.
3. To respond in an appropriate manner.
4. To use initiative in resolving an issue.

These skills are underpinned in the following activity.

- Below is a situation that could arise in a restaurant.
- Read the case study and then answer the questions.

CASE STUDY

You are the assistant manager in the Galaxy Hotel restaurant.

One of the waiters approaches you very upset. He tells you that one of the customers is becoming quite abusive both to the staff and other customers. She has complained that the diners at the table next to hers are constantly smoking which has spoiled her meal. The waiter overheard her being very rude to the smokers on the next table who were then rude back. She then called the waiter over and demanded that her table did not pay for their meal as she felt it had been ruined. The waiter explained that he was unable to do anything without consulting a senior colleague.

She then became abusive to the waiter. The other diners in the restaurant were being affected by the scene as the noise was interrupting their meal. The smokers on the next table who are regular customers were continuing the argument with the complaining customer.

QUESTIONS

1. Where would you try and resolve this problem?
2. How would you deal with the complaining customer?
3. How would you deal with the smoking party?
4. How would you deal with the other customers in the restaurant?
5. How would you deal with the waiter?
6. Are there any recommendations you would make for the future as a result of this situation?

NOTE: If the employee group are not involved in restaurant services, a similar situation could be used in the staff canteen.

Communication Skills

UNIT 16 ELEMENT 2
Find, select and use information from a variety of oral sources to solve a problem or support a case

MODULE 9

MODULE AREA

Oral Communications (3)

SUBJECT AREA

Using the Telephone

SECTION A

AIM

To give the employee competence in using the telephone effectively.

SKILLS

1. To identify the appropriate organisation or individual to whom the call should be made.
2. To plan an outgoing call.
3. To use appropriate listening, verbal and recording skills.
4. To receive calls and take relevant messages.

NOTES TO TRAINER

SUGGESTIONS FOR INTRODUCTION

- The Tasksheet for this Module is linked to the Case Study in Module 8 "Dealing with Customers Face-to-Face." You will therefore need to refer to it before starting the Tasksheet for this Module.
- Tasksheet 14 is based on a list of London Museums. You can substitute this with a list of your local museums.
- Discuss with the employees the difference between face-to-face communication and interaction over the telephone.
- What are the advantages and disadvantages?

MATERIALS YOU NEED

- Flip Chart/Board.
- Photocopies of Tasksheet 14 and 15.
- Access to a telephone or telephone simulation equipment.
- Copies of your company's Telephone Message form if you would prefer to use it instead of the Tasksheet example.
- Exemplar materials – 10 tips for telephoning.

TIME GUIDE	SKILL	METHOD ACTIVITY
15 minutes 5 minutes	1.	**TO IDENTIFY THE ORGANISATION OR INDIVIDUAL TO WHOM THE CALL SHOULD BE MADE** • GROUP ACTIVITY – Discuss what skills are needed for the above: e.g. listening skills, reference skills, a good reference system. • INDIVIDUAL ACTIVITY – Tasksheet 14 Part A.
10 minutes 15 minutes	2.	**TO PLAN AN OUTGOING CALL** • GROUP ACTIVITY – Discuss why a call should be planned beforehand. • INDIVIDUAL ACTIVITY – Tasksheet 14 Part B.
15 minutes 15 minutes	3.	**USE APPROPRIATE LISTENING, VERBAL AND RECORDING SKILLS** • GROUP ACTIVITY – discuss the following: why should you smile when introducing yourself and your company on the phone? having introduced yourself, what is the next stage? how will you conclude the conversation? what method will you use to record the information? • INDIVIDUAL ACTIVITY – Tasksheet 14 Part C.
15 minutes 15 minutes	4.	**TO RECEIVE CALLS AND TAKE RELEVANT MESSAGES** • GROUP ACTIVITY – Create a checklist for receiving calls. • DISCUSS – When taking a message, write only what is relevant for the receiver. • INDIVIDUAL ACTIVITY – Tasksheet 15.

NOTES TO TRAINER	TASKSHEET
• Reference systems could be numerical or alphabetical. Check that employees are confident with these skills. • Give employees the Case Study from Tasksheet 13.	TASKSHEET 14 REFERRING TO EXTERNAL SOURCES
• To be prepared; list of questions, space to write answers.	
• To sound friendly and positive. • Say why you are calling. **Listen, Respond,** **Confirm Action,** thank speaker. • Written out for customer on separate sheet,or telephone message form for internal use.	
• Answer within three rings if you can. • Identify your company or department and your own name. • Warn caller if you need to transfer them. • Don't interrupt. • Arrange to find out any information you don't have and call back so the caller doesn't have to wait. • Finish by confirming action. • You may prefer to use your own company's telephone message form.	TASKSHEET 15 TAKING A TELEPHONE MESSAGE

NVQ

CORE UNIT G3
Deal with customers
ELEMENT G3.1

RECEPTION UNIT 2A1
Deal with telephone calls and written communications
ELEMENTS 2A1.1 & 2A1.2

Communication Skills

UNIT 06 ELEMENT 3
Consult a reference source to obtain a specific item of information

UNIT 09 ELEMENT 1
Write letters, reports, notes and other messages

UNIT 10 ELEMENTS 1 & 2
Provide and obtain information

Extension Activities

SECTION B

AIM

To identify and make use of appropriate oral sources to book an external service.

SKILLS

1. To identify the problem.
2. To select the relevant service.
3. To complete appropriate documentation.

These skills are underpinned in the following activity.

The following activity relates to the Case Study in Module 8.

You will need to refer to Tasksheet 13 "Dealing with Customers Face-to-Face".

Although the Tasksheet suggests London Museums, you can substitute this for your local museums.

You will also need a copy of the Booking Form in the Exemplar Materials Section.

ACTIVITY

You are now going to book a taxi-cab for the customer and his wife to visit one of the London Museums.

1. Find a list of cab firms.
2. Telephone the companies you think may have the necessary facilities.
3. Explain the special requirements necessary as tactfully as you can. Remember – the customer is standing beside you.
4. Find out what facilities the firms can offer.
5. Explain the arrival and departure times that your guests will require.
6. Compare costs.
7. Decide which firm can offer the most convenient service for the customer, taking the above into account.
8. Complete the Booking Form in the Exemplar Materials Section as evidence that you have arranged suitable transport.

Communication Skills

UNIT 06 ELEMENT 3
Consult a reference system to obtain specific information

UNIT 16 ELEMENT 2
Find, select and use information from a variety of oral sources to solve a problem or support a case

UNIT 08 ELEMENTS 1 AND 2
Read and fill in form

MODULE 10

MODULE AREA

Numerical Records

SUBJECT AREA

Stock Rotation

SECTION A

AIM

To give employees awareness of the importance of stock rotation and competence in performing this activity.

SKILLS

1. To understand numerical sequencing.
2. To read and identify different methods of presentation,
   e.g. serial numbers, "use by" dates.
3. To count in batches and calculate quantity.

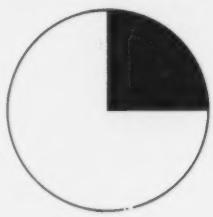
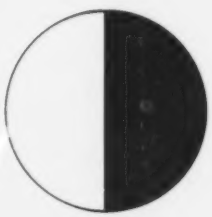
NOTES TO TRAINER

SUGGESTIONS FOR INTRODUCTION

- Ensure employees are aware of the reasons for stock rotation and the consequences of using out of date food.
- Check that employees feel confident about using simple calculations for the problem solving tasks.
- You may wish to reinforce the activities in an on site location by visiting the stock room used by employees.

MATERIALS YOU NEED

- Workplace examples of stock control/"use by" labelling.
- Flip Chart/Board.
- Photocopies of Tasksheets 16 and 17.

TIME GUIDE	SKILL	METHOD ACTIVITY
25 minutes	1.	**NUMERICAL SEQUENCING** • GROUP ACTIVITY – identify chronological order of employees' birthdays.
 15 minutes 20 minutes	2.	**DIFFERENT METHODS OF PRESENTATION** • GROUP ACTIVITY – Discuss alternative methods of labelling to denote: a) type of stock b) use by dates. • What type of goods will have a short life and therefore a quick use by date? • Ensure employees understand the alternative methods of date presentation. • INDIVIDUAL ACTIVITY – Tasksheet 16.
15 minutes  30 minutes	3.	**COUNTING IN BATCHES AND CALCULATING QUANTITY** • GROUP ACTIVITY – Discuss what sort of sums are necessary to work out quantities. • What other things need checking when removing stock? • INDIVIDUAL ACTIVITY – Tasksheet 17. • Feedback.

NOTES TO TRAINER	TASKSHEET
• TERMS TO DEFINE – sequencing, serial numbers, chronological order. • Ask each employee to give their birthday (NOT year of birth) and write them on the board at random. Then put the dates into chronological order.	
• Illustrate using work place examples. • Perishables/Non-perishables. Make list on board. e.g. 050294 could be written as 5FEB94.	Tasksheet 16 STOCKROOM
• Simple subtraction, division and multiplication. • Reinforce the purpose of stock rotation.	Tasksheet 17 FETCHING SUPPLIES

NVQ
FOOD AND DRINK SERVICE **KEY ROLE** Serve food and drink to the customer **UNIT 2C8** Receive, store and return drinks **ELEMENT 2C8.2** **UNIT 2C12** Provide a drinks service for licensed premises **ELEMENT 2C12.2** **FOOD PREPARATION AND COOKING** **KEY ROLE** Prepare food for consumption or service **UNIT 2D11** Accept and store food deliveries **ELEMENT 2D11.2**
Numeracy Skills
UNIT 07 Reporting numerical and grapical information

Extension Activities

SECTION B

AIM

To examine the practical considerations of stock control.

SKILLS

To use knowledge of stock control procedures for problem solving.

GROUP ACTIVITY

- Divide the employees into four groups.
- Give each group one of the following headings:

1. DAIRY PRODUCE	**EXAMPLE**	Eggs
2. FROZEN FOOD	**EXAMPLE**	Ice cream
3. TINNED FOOD	**EXAMPLE**	Baked Beans
4. DRY STORES	**EXAMPLE**	Flour

Each group should add other items to their list.

They should consider the size and frequency of use of the items and devise a system which will make the stock most accessible to staff. The system should illustrate a good stock rotation method. This could include a system of coding to denote the order in which the items are stored.

The information should then be presented in a table or chart.

You may wish to use your individual company's stock control procedures in order to undertake this activity.

MODULE 11

MODULE AREA

Percentages and Decimals

SUBJECT AREA

Work Calculations

SECTION A

AIM

To understand the concepts and functions of percentages and decimals.

SKILLS

1. To express percentages in terms of quantity.
2. To put percentages into a vocational context.
3. To express decimals in terms of quantity.
4. To put decimals into a vocational context.

NOTES TO TRAINER

SUGGESTIONS FOR INTRODUCTION

- As the vocational areas covered in this section include both Reception Work and Food Preparation, you may wish to concentrate on what is appropriate for your employee group. Alternatively, you could introduce the skills involved as being transferable to many work related situations.

MATERIALS YOU NEED

- Flip Chart/Board.
- Photocopies of Tasksheets 18 and 19.
- **Optional** – Calculator with percentage function.
- Copies of your company/organisation's form for payment of bills.

  (If you would prefer to use this rather than the one provided in the Tasksheet).

TIME GUIDE	SKILL	METHOD ACTIVITY
20 minutes	1.	**PERCENTAGES IN TERMS OF QUANTITY** • GROUP ACTIVITY – Ask the employees how many situations they can think of where percentages are used – what is the % demonstrating? • POINT TO EXPLAIN – 100% does not have to mean a quantity of one hundred – it stands for the total number/ amount before the percentage is worked out. • GROUP ACTIVITY – Choose eight employees and ask them to stand up. Then tell two of them to sit down (¼ of the total). Explain that the two sitting down = 25% of the total employees present. • Ask the remaining six to decide how many more of them need to sit down to equal 50% (½). Repeat the activity to demonstrate 75% and 100%.
15 minutes 20 minutes	2.	**PERCENTAGES IN A VOCATIONAL CONTEXT** • GROUP ACTIVITY – Divide into two groups. **Group 1** – think of tasks that involve percentages for Reception staff. **Group 2** – the same for Food Preparers. • INDIVIDUAL ACTIVITY – Tasksheet 18
20 minutes	3.	**DECIMALS IN TERMS OF QUANTITY** • POINT TO EXPLAIN – A decimal is a part of a whole number – it is separated from the whole number by a 'decimal point'. • Discuss the meaning of the phrase '2.4 children'. • The most common use of decimals is in the use of money. • Write a list of £s and p.s on the board that includes 25p, 50p and 75p. • Ask each employee to express one of the figures in decimal terms (£1 = 100%). • POINT TO EXPLAIN – Decimals can also be expressed in fractions, e.g. 0.5 = ½.
10 minutes 20 minutes	4.	**DECIMALS IN A VOCATIONAL CONTEXT** • GROUP ACTIVITY – Discuss areas of work that involve decimals. • INDIVIDUAL ACTIVITY – Tasksheet 19.

NOTES TO TRAINER	TASKSHEET
• TERM TO DEFINE – Per cent means 'per hundred'. Symbol = % e.g. personal tax, V.A.T., discounts, to show questionnaire or survey results. • You can do this activity with any number divisible by four. Objects can be used if you do not have the right number of employees.	
• Reception – totalling bills. • Food Preparers – calculating weight and volume in recipes.	TASKSHEET 18 Handle and Record Payments
• TERM TO DEFINE – 'Decimal' means 'of ten'. (like **dec**ade, **dec**athlon, **Dec**ember was originally the tenth month). • Explain that the decimal point is moved to the right to increase place value. e.g. 10.00 becomes 100.0 • It moves to the left to decrease place value. e.g. 10.00 becomes 1.000 • Refer back to '8 employee' exercise.	
e.g. payments, quantity in cooking.	TASKSHEET 19 Minestrone Soup

NVQ

KEY ROLE
Core Unit (A/C)
UNIT
Operate a payment point and process payments (G4)
ELEMENT
Handle and record payments (G4.2)

KEY ROLE
Prepare food for consumption or service (D)
UNIT
Prepare and cook stocks, sauces and soups (2D4)
ELEMENT
Prepare and cook soups (2D4.3)

Numeracy Skills

UNIT 01
Using money in everyday situations
ELEMENT 2
Receiving payments in cash

UNIT 04
Measuring weights and volumes in everyday situations
ELEMENT 2
Weighing out required quantities

Extension Activities

SECTION B

Numeracy Skills

UNIT 13 ELEMENT 4
Presenting information on tables and charts

AIM

To understand the relationship between percentages and decimals.

SKILLS

1. To convert percentages into decimals.
2. To convert decimals into percentages.
3. To show one number as a percentage of another using fractions.

ACTIVITIES

1. Explain the following:

   16% is the same as $^{16}/_{100}$.

   0.16 is the same as $^{16}/_{100}$.

   Therefore 16% and 0.16 have the same value.

RULE

To change a percentage to a decimal, just divide the percentage by 100 which means moving the decimal point 2 places to the left.

e.g. 16% ÷ 100 = 0.16.
6% ÷ 100 = 0.06

Give the employees some more examples of percentages to change.

2. Explain the following:

   To change a decimal into a percentage, the same rule applies but in reverse. i.e. multiply the decimal by 100 which means moving the decimal point two places to the right.

   e.g. 0.16 x 100 = 16%
   0.06 x 100 = 6%

   Give the employees some more examples of decimals to change.

3. Explain the following:

   It is often the case that the total number from which the percentage is taken is not 100. In order to find out the percentage, the numbers must first be converted into a fraction. These are the steps to take:

   EXAMPLE: to express 96 out of 240 as a percentage:

   1. 96/240 x 100 = 9600/240
   2. 9600 ÷ 240 = 40
   3. Answer = 40%

   Now ask the employees to solve this problem:

At a recent survey taken at the Galaxy Hotel, 90 out of 150 guests expressed a desire for twenty four hour room service. What percentage of the guests who answered the survey is this?

Expess this information in a pie chart. (For information on pie charts see Module 12)

MODULE 12

MODULE AREA

Interpreting Visual Information

SUBJECT AREA

Understanding Bar Charts and Pie Charts

SECTION A

AIM

To give the employee competence in interpreting visual information.

SKILLS

1. To appreciate the advantages of visual information and to discuss its uses.
2. To read off and interpret bar charts.
3. To read off and interpret pie charts.

NOTES TO TRAINER

SUGGESTIONS FOR INTRODUCTION

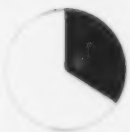
- Ask the employees to suggest ways they know of presenting visual information,

  e.g. bar charts, pie charts, pictograms, line graphs.

- You may wish to illustrate the session with some company examples, especially any found in an in-house publication.

MATERIALS YOU NEED

- Flip Chart/Board.
- Company examples of bar and pie charts.
- Calculator with percentage function.
- Photocopies of Tasksheet 20.

TIME GUIDE	SKILL	METHOD ACTIVITY
20 minutes 20 minutes	1.	**THE ADVANTAGES OF VISUAL OVER TEXTUAL INFORMATION AND ITS USES** • DISCUSS – Graphs can often present information more clearly and quickly than written information. • POINT TO EXPLAIN – graphs are best used for presenting statistical information. e.g. "how many". • GROUP ACTIVITY – to create a bar chart on the age range of employees present.
15 minutes	2.	**TO READ OFF AND INTERPRET BAR CHARTS.** • INDIVIDUAL ACTIVITY – Food poisoning bar chart. Tasksheet 20 Part A. • Feedback to the group.
15 minutes  20 minutes 15 minutes	3.	**TO READ OFF AND INTERPRET PIE CHARTS** • Introduce some examples of pie charts. • POINTS TO EXPLAIN – information is presented in percentage form. Each section is represented as a "piece of pie". • GROUP ACTIVITY – Return to age range bar chart. Using calculator work out % of age range and draw pie chart to illustrate. • INDIVIDUAL ACTIVITY – Specific types of food poisoning pie chart. Tasksheet 20 Part B.

NOTES TO TRAINER	TASKSHEET
• TERMS TO DEFINE – variable, legend, key, data, scale. • Illustrate using work specific examples. • Ask the employees which age range they fall into, e.g. 'under 20, 20-25' etc. Write the information on the board, then draw a bar chart to illustrate.	
• You can look at this chart in greater detail, e.g. read off figures for each bar.	TASKSHEET 2C Part A Food Poisoning Cases 1982-90
• Percentages have been looked at in Module 11. You may need to point out that the smaller the "piece of pie" the smaller the percentage will be.	TASKSHEET 20 Part B

NVQ
CORE UNIT G2 Maintain a professional and hygienic appearance **ELEMENT G2.1**
Numeracy Skills
UNIT 07 Reporting numerical and graphical information taken from everyday situations **ELEMENT 1** Report a single item of information from tables and charts **UNIT 13** Interpreting and presenting numerical and graphical information **ELEMENT 2** Select information from tables and charts for a particular purpose

Extension Activities

SECTION B

AIM

To understand the method by which bar charts are created with particular emphasis on statistical combinations.

SKILLS

1. To demonstrate knowledge of bar chart reading.
2. To interpret the data available.
3. To analyse a table of statistics.
4. To relate the statistics to the bar chart.

ACTIVITIES

These relate to TASKSHEET 21.

Background knowledge: ensure the employees have knowledge of bar charts as set out in **SECTION A**.

SKILL 1

- Group discussion on bar chart data.
- Relating this bar chart showing monthly incidence of food poisoning to the bar chart illustrated in Tasksheet 21.
- Make the connection between the two bar charts.

SKILL 2

- Answer Question 1 on Tasksheet 21

SKILL 3

- Study the table of figures on Tasksheet 21

SKILL 4

- Answer Question 2 on Tasksheet 21

SUGGESTIONS FOR FURTHER ACTIVITIES

- Using other work related statistics, ask the employees to present further bar charts.

Numeracy Skills

UNIT 13 ELEMENT 2
Selecting information from tables and charts for a specific purpose

MODULE 13

MODULE AREA

Metric Conversion

SUBJECT AREA

Measurement of Weight, Volume and Length

SECTION A

AIM

To demonstrate the ability to convert imperial units of weight and volume into the appropriate metric units.

SKILLS

1. To identify the appropriate units for measuring weight and volume.
2. To convert imperial units into metric units.
3. To use appropriate equipment to weigh required quantities.

NOTES TO TRAINER

- It will depend very much on the age of your employee group as to whether they feel more comfortable with imperial or metric measurement. Younger people may have gone through the school system using only metric and therefore may be more confident than their more 'mature' colleagues!
- You may wish to refer back to Module 11, PERCENTAGES AND DECIMALS, to reinforce the concept of a measurement based on units of ten.
- Discuss with the group the reasons why some people feel uncomfortable with the metric system. You could compare it to people's fears over decimalisation in 1971.

MATERIALS YOU NEED

- Bathroom scales.
- Metric kitchen scales.
- Litre measuring jug.
- Photocopies of Tasksheet 22.
- Ingredients for recipe on Tasksheet 22 or facilities to simulate the weighing activities.
- A small spice jar, a bag of sugar, a litre bottle, a medicine spoon (or equivalent items).
- The concept of metric units of weight and volume is best demonstrated visually, so take as many items to the session as possible!
- Calculators.

TIME GUIDE	SKILL	METHOD / ACTIVITY
20 minutes	1.	**TO IDENTIFY METRIC UNITS FOR MEASURING WEIGHT AND VOLUME** • GROUP ACTIVITY – Ask the employees to suggest items that they might buy in kilograms. Then do the same for grams. • POINT TO EXPLAIN – there are 1000 grams in a kilogram. Repeat this activity with litres and millilitres. • Ask the employees to guess the weight of the items you have brought in.
30 minutes 30 minutes	2.	**TO CONVERT IMPERIAL UNITS INTO METRIC UNITS** • GROUP ACTIVITY – Ask the employees to guess the equivalent weight of the items in pounds and ounces, pints and fractions of pints. • POINT TO EXPLAIN – there are about 2.2 pounds to one kilogram. So to convert pounds into kilograms, divide the number by 2.2. • There are about one and three quarter pints in one litre. So to convert pints into litres, divide the number by 1.75 • PAIR ACTIVITY – Ask the employees to calculate their partner's body weight in kilograms. Then compare to actual weight. • INDIVIDUAL ACTIVITY – Tasksheet 22.
25 minutes	3.	**TO WEIGH REQUIRED QUANTITIES** • Weigh the items you have brought in. Compare actual weight to earlier estimates.

NOTES TO TRAINER	TASKSHEET
• Kilograms are a measure of weight, e.g. potatoes, cement (kg), tins of food, box of drawing pins (grams). • Litres are a measure of volume, e.g – petrol, bottle of squash (litres), medicine, food colouring (millilitres).	
• You may wish to compare litres and gallons of petrol. • Use calculators. • If anyone is sensitive about their weight, this activity can be done individually. Use bathroom scales to check weight.	TASKSHEET 22 Beef casserole

NVQ

FOOD PREPARATION AND COOKING
UNIT 2D1
Prepare and cook meat and poultry dishes
ELEMENT 2D1.1

Numeracy Skills

UNIT 04
Measuring weights and volumes in everyday situations
ELEMENTS 1, 2 & 3

Extension Activities

SECTION B

AIM

To demonstrate competence in converting imperial units of measurement into metric units and to show evidence of this in a practical situation.

SKILLS

1. To identify appropriate measurement.
2. To measure length accurately.
3. To calculate area accurately.

CONVERSION CHART

IMPERIAL	METRIC
1 mile	1.6 kilometres
1 yard	0.9 metres
1 foot	0.3 metres
1 inch	25 millimetres
1 inch	2.5 centimetres
1 square mile	2.6 square kilometres
1 square yard	0.8 square metres

- To convert from the imperial to the metric measurement **multiply** the number you want on the left with the figure on the right.

  Example

  3 yards = 3 x 0.9 = 2.7 metres.

- A kilometre is 1000 metres.
- A metre is 100 centimetres.
- A centimetre is 10 millimetres.
- Therefore there are 1000 millimetres in a metre (100 x 10).

ACTIVITY

- The room you are in is due to be refurbished. The builders want to know how much wall and floor space there is so they can estimate costs for paint and floor covering.
- Take the measurements in imperial units and then, using the Conversion Chart as a guide, convert them into metric units.

Numeracy Skills

UNIT 11 ELEMENT 1
Measuring lengths and calculating areas in everyday situations

MODULE 1

TASKSHEET 1

MODULE AREA

Notices and Instructions

TITLE: WORD AND SYMBOL MATCH

HOW TO USE THIS WORKSHEET

Below is a list of words and phrases which are commonly found in the four categories of Safety Signs. Try and match the words and phrases with the correct symbol. One example is done for you.

- HAVE YOU
- DO NOT
- NOT PERMITTED
- NECESSARY
- ALWAYS
- NEVER
- TAKE CARE
- DANGER
- OUT OF BOUNDS
- UNDER NO CIRCUMSTANCES
- YOU MUST
- NOT ALLOWED
- CAUTION
- MAKE SURE
- AVAILABLE

PROHIBITION

NEVER – Example

WARNING

MANDATORY

SAFE CONDITIONS

MODULE 1

TASKSHEET 2

MODULE AREA

Notices and Instructions

TITLE: FOLLOWING INSTRUCTIONS

HOW TO USE THIS TASKSHEET

You will be given three minutes to complete this activity. Do not begin until you are told to do so. Stop as soon as you are told the three minutes is up.

1. Read everything carefully before you do anything.
2. Write your name in the top right hand corner of this page.
3. Circle the word 'name' in the second sentence.
4. Draw five small squares in the top left hand corner of this page.
5. Write an 'I' in each of those squares.
6. Draw a circle around each square.
7. Sign your name under the title of this Tasksheet.
8. After the title, write 'Yes'.
9. Put a circle around sentence numbers 7 and 8.
10. Write an 'I' in the bottom left hand corner of this page.
11. Draw a triangle around the 'I' you have just written.
12. On the back of this page add 10 to 20.
13. Draw a circle around the word 'page' in sentence number 4.
14. Draw a circle in the bottom right hand corner of this page.
15. Write the number 7 in the circle you have just drawn.
16. On the back of this page, multiply 10 x 5.
17. Draw a circle around your answer to number 16.
18. Have you carefully followed these instructions? YES or NO.
19. Underline sentence number 18.
20. Now that you have finished reading carefully, do only sentences 1 and 2.

MODULE 2

TASKSHEET 3

MODULE AREA

Following Instructions – Reading and Understanding

TITLE: INSECT ERADICATION PROGRAMME

HOW TO USE THIS TASKSHEET

Below is a list of headings that relate to the procedures a large company use in their pest control programme. The instructions overleaf are in the wrong order. Put the correct instruction under the correct heading. One example is done for you.

REMOVE ALL FOOD SOURCES

1. _____

2. _____

REMOVE ALL SOURCES OF WATER

1. _____

2. _____

3. _____

4. _____

INSPECT THE INSIDES OF EQUIPMENT

1. _____

2. _____

AIR MOVEMENT AND TEMPERATURE

1. _____

2. _____

STANDARDS TO BE FOLLOWED AT NIGHT – CLOSE OF BUSINESS

Example:

1. No waste to be kept in the kitchen overnight
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

MODULE AREA

Following Instructions – Reading and Understanding

INSTRUCTIONS

- No waste is to be kept in the kitchen overnight **(example)**.
- Report immediately any defect to the air conditioning system.
- Do not allow any water to stand on the floor.
- Waste bins should be washed out at the end of the day.
- Clean up spillages and food debris as you go.
- Check your dishwasher, hot drinks machines, water chillers, food mixers and anywhere where there is a motor providing warmth.
- All crockery, cutlery, pots and pans should be washed and dried.
- Do not leave wet rags or mops around the kitchen.
- Leave no open food out.
- Try to keep your area as draughty as possible.
- Fill in any holes where water may collect.
- Wash and hoover the floor to remove all traces of food debris and deposits.
- Make sure your equipment is regularly and thoroughly inspected.
- Attend to dripping pipes and equipment as soon as possible.
- Dry all floor,wall, equipment and sink surfaces.
- Ensure all evaporation trays beneath refrigerators or freezers are emptied and dried.
- Put the plug in the outlet of sinks.
- Keep all articles up off the floor.

MODULE 2

TASKSHEET 4

MODULE AREA

Following Instructions – Reading and Understanding

SECTION B TITLE: FROZEN POULTRY

HOW TO USE THIS TASKSHEET

Read the text below and extract the main points to create a flow chart. There are nine stages to complete.

FROZEN POULTRY

Most food taken from the freezer can be cooked immediately but poultry and large joints must be completely thawed before cooking. For example a 2.25 kg (5lb) bird should be allowed to thaw for approximately 15 hours at room temperature. This must take place in an area entirely separate from other foods which may be exposed to risk of contamination from thawed liquid, e.g. where cooked food may be cooling down prior to refrigeration. Thawing should be carried out at a temperature of 10-15°C or in a thawing cabinet. The poultry will be ready for cooking when the body is pliable and the body cavity is free from ice crystals. The giblets should be removed. Once thawed, keep in the refrigerator and cook within twenty four hours. All utensils and surfaces used for the preparation of raw meat and poultry should be thoroughly cleaned and disinfected before being used for high risk food.

MODULE 3

TASKSHEET 5

MODULE AREA

Accident Reports

SECTION A TITLE: ACCIDENT REPORT STYLE AND VOCABULARY

HOW TO USE THIS TASKSHEET

Task A

Consider these two reports about the same incident. Make a list of the differences between them.

Report 1

"Oh, it was horrible. There was blood everywhere. It all happened so quickly. Poor Sue! Turn off the machine' I said. Good job Ali came in. He knew what to do."

Report 2

On 20th September 1993 Sue Hartley (Catering Assistant) cut her finger using the meat slicing machine in the main food preparation area. Mr A. Khan (supervisor) administered First Aid. Mrs Hartley was sent to the hospital to be checked.

Task B

Match a word from List A to a definition from List B. The first one is done as an example.

List A	List B
applicable	kept
behalf	place
delete	appropriate
incapable	small, unimportant
incapacity	unable, unfit
independent	for someone else
undersigned	type or kind
location	cross out
major	serious
minor	person who has signed below
nature	not directly involved
retained	inability

Now use a dictionary to check the meaning of any words you didn't know.

MODULE 3

TASKSHEET 6

MODULE AREA

Accident Reports

SECTIONS A & B TITLE: SELECTING RELEVANT INFORMATION

HOW TO USE THIS TASKSHEET

Below are two reports about the same incident but they contain different information. Read the two reports carefully.

REPORT 1

At about half past eleven I was carrying a large bowl of carrots over to the sink when I accidentally spilt some water out of the bowl. I strained the rest of the water off the carrots because Chef wanted them in a hurry. I was just on my way to fetch the mop and bucket to wipe the floor when the phone rang.

While I was talking on the phone, Pete came in with the boxes of savoury biscuits we needed for the cheese course. He was carrying at least six boxes and he couldn't really see where he was going.Next thing I heard a crash and Pete shout as he fell down. He was clutching his arm and the boxes went everywhere. In fact most of the biscuits were broken.

REPORT 2

I was bringing back a few boxes that Mr Amin had told me to fetch from the stock room. Next thing I knew I had skidded on a great puddle of water that someone had left on the floor. I fell down awkwardly on my right arm. There was a sickening crack and the pain was awful. The boxes fell everywhere – it's a good job it wasn't tins I was carrying. Chef came through to see what all the noise was about. Then he told Anna to get off the phone. He called Reception to send for an ambulance. My arm is broken and the hospital says it will be in plaster for six weeks.

Although these reports are about the same incident they contain different information.

Below is a chart with different key points. Tick the appropriate column to show where the information can be found.

	Report 1	Report 2	Both Reports
The accident happened after 11.00 a.m.			
Water was on the floor			
Mr Amin wanted biscuits			
Pete was carrying six boxes			
Anna was on the phone when the accident happened			
Chef phoned Reception to send for an ambulance			
Pete's arm was broken			

Now use the information you have found in both reports to complete the Accident Report form.

MODULE 4

TASKSHEET 7

MODULE AREA

Formal Writing

SECTION A TITLE: PHRASES FOR MEMO WRITING

HOW TO USE THIS TASKSHEET

Below are a list of phrases that are often used in writing memos. The phrase you choose depends on the purpose of the memo. Match the phrase with the context you think is most suitable. One is done for you as an example.

CONTEXT

A request for help or co-operation.

1 A request for help or co-operation.

2 _____

3 _____

4 _____

Supplying information.

1 _____

2 _____

3 _____

Confirming action.

1 _____

2 _____

Persuading people to a point of view.

1 _____

2 _____

PHRASES

- It would be appreciated if.... (example)
- May I ask you to.....
- ...although initially time-consuming, this will lead to greater efficiency in the end.
- As we discussed last week.....
- Your views would be of great benefit.....
- Please note that.....
- As I am sure you will agree.....
- I would like to draw your attention to the notice about....
- The canteen is now offering a greater variety of meals.....
- As we agreed,the training room has been booked.....
- I would be grateful if.....

MODULE 5

TASKSHEET 8

MODULE AREA

Company Communications

SECTION A TITLE: WHICH COMMUNICATION?

HOW TO USE THIS TASKSHEET

Here is a list of some forms of company communications and the ways in which they should be used.

MEMO
An internal communication (not sent outside the company) with a specific company format. A copy is usually kept by the sender.

STANDARD LETTER
A letter sent by the company in response to a standard enquiry. It may also contain a form to complete.

CIRCULAR LETTER
A letter sending general information to a wide group of people outside of the company. They are usually dispatched at the same time.

FORM
A communication which asks for specific information. This may be attached to a standard letter or be complete within itself.

QUESTIONNAIRE
A survey form which is used to gather information and opinions. This could be internal, for staff use, or external for customer/client use. Usually presented in a "tick box" format.

NOTICE
A company communication which is displayed in places where all staff can see them (e.g. Notice Board).

LEAFLET
A printed communication advertising a service or product, or providing information.

IN-HOUSE PUBLICATIONS
For internal use – e.g. Newsletters, Magazines, Training programmes.

HERE ARE SOME SITUATIONS THAT REQUIRE A COMPANY COMMUNICATION TO BE SENT. WHICH TYPE OF CORRESPONDENCE FROM THE LIST DO YOU THINK IS MOST APPROPRIATE?

(You may have more than one answer).

- A customer wants a price list for buffet menus.
- Confirmation of your request to go on a training course.
- Your opinions are asked regarding a change in shift times.
- Details of the social club events for next year.
- Informing customers of special offers available next month.
- Details and dates of your annual leave.
- A reminder to a supplier that invoices must be submitted by a specific date.
- An article about long service awards to employees.

MODULE 5

TASKSHEET 9

MODULE AREA

Company Communications

SECTION B TITLE: MICROWAVE MEALS

HOW TO USE THIS TASKSHEET

The layout and format of this letter is correct. However the vocabulary and tone is not suitable. Using a similar layout and format, rewrite the letter more effectively.

LOMEL CATERING SERVICES LTD.

Galaxy Hotel,
High St.,
Hayes,
Middx
UB3 4HE.
Tel: 081-846 9752

5 July 19.....

Dear.....,

PRE-PACKED MICROWAVE MEALS

Thanks for your letter of 28 June 19..... in which you asked if we did a range of pre-packed micro wave meals. I can tell you that our company has just now brought in some more of these dishes, which are up to our usual standard. I have put in a brochure which tells you more and gives you prices to go with them.

As you are one of our old customers we will give you a good deal (10% off orders over £750).

Hope you'll be getting in touch soon.

From

K. Terring (Ms)
CATERING MANAGER
ENCS.

MODULE 6

TASKSHEET 10

MODULE AREA

Oral Communications (1)

SECTION A TITLE: ROLE PLAY – GIVING CRITICISM

HOW TO USE THIS TASKSHEET

When people think of criticism, they often think of "finding fault". If criticism is not handled correctly it can make people very defensive and make the situation worse. However, if it is handled in the right way it can be very useful because – CONSTRUCTIVE CRITICISM CAN MAKE A POSITIVE CHANGE!

Below are some examples of situations at work that might make you critical.

1. He's always late.
2. She always calls in sick on Mondays.
3. They're always busy chatting.
4. He's always interrupting me when I'm trying to do something.
5. Their work is really sloppy and we get blamed for it.
6. She's quick to tell me my mistakes but never says when I'm doing something well.

IN PAIRS

- Take one of these situations and discuss how you would deal with it.
- The checklist below should help you.

CHECKLIST

- Avoid being personal and stick to the facts and figures.
- Make sure you're honest and don't avoid the truth.
- Give the other person an opportunity to explain how they feel.
- Make positive suggestions as to how the problem could be solved.
- Agree a course of action with the other person.
- Make sure that you give your criticism in private.

MODULE 6

TASKSHEET 11

MODULE AREA

Oral Communications (1)

SECTION A TITLE: ROLE PLAY – RECEIVING CRITICISM

HOW TO USE THIS TASKSHEET

You are now going to put the previous activity into practice and at the same time have a go at receiving criticism! Change your partner from the previous activity so you are now with someone else. One of you will be number 1, the other person will be number 2.

NUMBER 1

- Tell your partner what point you had chosen from the previous activity.
- Now criticise your new partner on that point,using the checklist from the previous Tasksheet.
- REMEMBER – BE CONSTRUCTIVE!

NUMBER 2

- You are going to be on the receiving end! Use this checklist for receiving criticism to help you.

CHECKLIST

- Listen carefully so you know exactly why you're being criticised.
- Be fair – you may deserve the criticism.
- Express your own feelings and opinions – you may have a genuine reason.
- Ask for advice which will help you in the future.
- Say "Sorry" if you have been wrong, but try to be positive.
- Try to remain calm – losing your temper won't help!

When you have completed this activity, swap roles so that number 2 criticises number 1 about the point discussed in the previous Tasksheet.

MODULE 7

TASKSHEET 12

MODULE AREA

Total Quality Management

SECTION A TITLE: ASKING QUESTIONS

HOW TO USE THIS TASKSHEET

Divide the employees into groups of three. Each group member should be given one of the cards below. **They must not know what is on the other cards!**

Card 1 – SPEAKER

Think of any work related subject that you have an opinion on, for example pay, holiday leave, uniform, shift patterns, customer care. Introduce the topic to the other members of your group in one or two sentences. They are going to ask you questions to find out more about your opinions. If your answer could be only YES or NO do not say anything else! If the question needs a longer answer then reply accordingly.

Card 2

The speaker in your group is going to introduce a topic for you to ask him/her questions on. Take it in turns with the other member of your group to ask the questions. Only ask questions that begin with the following:

- Where
- When
- Do you like
- Do you have

Card 3

The speaker in your group is going to introduce a topic for you to ask him/her questions on. Take it in turns with the other member of your group to ask the questions. Only ask questions that begin with the following:

- What do you think
- What are your reasons for
- What sort of things
- Why do you think

MODULE 8

TASKSHEET 13

MODULE AREA

Oral Communications (2)

SECTION A TITLE: THE RECEPTION DESK

HOW TO USE THIS TASKSHEET

Below is a situation you may come across if you are working at a Reception Desk. Read through the Case Study and then answer the following questions.

CASE STUDY

- You are working at the Reception Desk of the Galaxy Hotel. A customer is hovering around the desk but has not yet approached you. He is looking at the Museum Information Guides but doesn't seem to have found what he wants.
- You ask if you can help. He explains that he would like to go out for the day to visit some London museums with his wife but she is in a wheelchair and going out can be very difficult if the place isn't suitable.
- He also requires transport for the trip.
- You do not have individual details of all the museums in London but you do have a very long list of their addresses and telephone numbers. It would be impossible to contact them all!

QUESTIONS

1. What further information would you ask the customer before finding out anything else?
2. What questions would you ask the museums when you contacted them?
3. How would you arrange the transport and what questions would you need to ask both the customer and the transport firm?
4. How would you ensure the information was available for future customers?

MODULE 9

TASKSHEET 14

MODULE AREA

Oral Communications (3)

SECTION A TITLE: REFERRING TO EXTERNAL SOURCES TO PROVIDE CUSTOMER INFORMATION

HOW TO USE THIS TASKSHEET

The tasksheet is divided into three parts, A,B and C. Do each section as your trainer tells you. In the Tasksheet "The Reception Desk", we looked at helping the customer choose a suitable museum to visit and arranging transport. The following activities relate to that Case Study.

PART A

- You have found out that the customer is particularly interested in old toys.
- From the list below, select two museums that might have these on display.

MUSEUMS LIST

- British Museum, Great Russell St, London WC1, 071-636 1555
- London Toy and Model Museum, 21 Craven Hall, London W2 3EN, 071-262 7905
- Museum of Childhood, Cambridge Heath Rd, London E2, 081-980 2415
- Museum of Mankind, 6 Burlington Gdns, London W1, 071-437 2224
- Natural History Museum, Cromwell Rd, London SW7, 071-938 9123
- Pollock's Toy Museum, 1 Scala St, London W1P 1LT, 071-636 3452
- Science Museum, Exhibition Rd, London SW7, 071-938 8000
- Victoria and Albert Museum, S. Kensington, London SW7, 071-938 8500

PART B

- Plan your telephone call to the museums.
- Remember to refer to the Case Study first.

PART C

- Make your telephone call to one of the museums you have selected.
- Remember – **Listen, Respond, Confirm and Record.**

MODULE 9

TASKSHEET 15

MODULE AREA

Oral Communications (3)

SECTION A TITLE: TAKING TELEPHONE MESSAGES

HOW TO USE THIS TASKSHEET

While you are working at the Reception Desk of the Galaxy Hotel, you receive the following call. You transfer the call to the restaurant but there is no answer. Read the text and then write a suitable message for the Restaurant Manager. Use today's date and the present time.

- Mrs Ranger has phoned to find out about booking the restaurant for a party of twenty people to celebrate her friend, Michael Johnson's, birthday.
- She would like it on the nearest Friday or Saturday to April 19th.
- She wants to know about the cost per head and choice of menus, including vegetarian.
- She would also like to arrange a seating plan in advance and have a surprise birthday cake, but may prefer to bring her own if the restaurant one is too expensive.
- She works with Michael, so only wants to be contacted between 12 and 2 o'clock when he will be out of the office, as he doesn't know anything about it.
- Her work number is 071-657 4398 Ext. 356.

GALAXY HOTEL

Telephone Message

Time _____ Date _____

Message for _____

Caller _____

Address _____

Tel. No. _____ Extension _____

Message _____

_____

Message taken by _____

MODULE 10

TASKSHEET 16

MODULE AREA

Stock Rotation

SECTION A TITLE: STOCK ROOM

HOW TO USE THIS TASKSHEET

The serial number on each box tells you the flavour and the "use by" date of the items.

e.g. 4358 171293

FLAVOUR – USE BY DATE

The flavour codes are:	4358 – Orange juice
	4324 – Pineapple juice
	4362 – Grapefruit juice
	4371 – Tomato juice

The boxes in the stockroom have been stacked badly. You must do two things.

1. Sort the boxes into flavours.
2. Sort the flavours into date order. REMEMBER – FIRST IN, FIRST OUT.

One is done for you as an example.

SERIAL NUMBERS

4358 171293	4324 190494
4362 100594	4358 210294
4371 220994	4362 220893
4358 050894	4371 150594
4371 230294	4324 020294
4362 150194	4324 110694

	ORANGE JUICE	PINEAPPLE JUICE	GRAPEFRUIT JUICE	TOMATO JUICE
Example:	**4358 171293**			

- Your supervisor has asked you to get two boxes of pineapple juice, one of orange juice and one of tomato juice.
- Write the serial numbers of the boxes you would take. How many boxes of pineapple , orange and tomato juice are left?
- If there are 10 cartons in each box, how many cartons of grapefruit juice are there?

MODULE 10

TASKSHEET 17

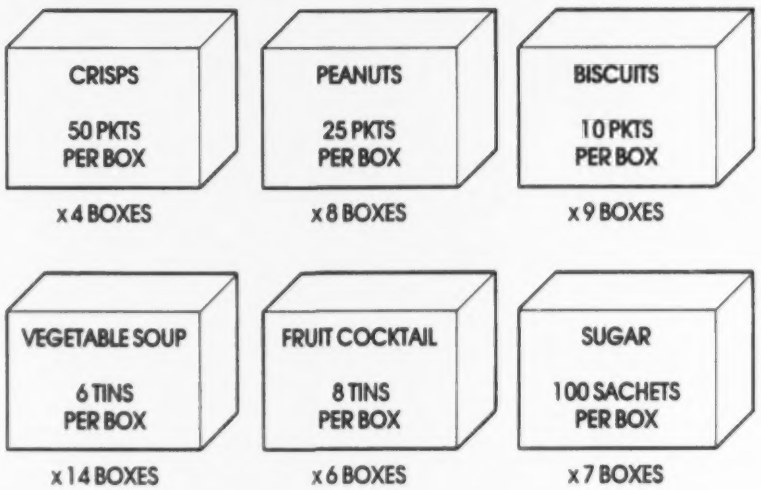
MODULE AREA

Stock Rotation

SECTION A TITLE: FETCHING SUPPLIES

HOW TO USE THIS TASKSHEET

Supplies are running low so you need to get some more items from the stockroom. These are the boxes already in the stockroom.



In the left hand column of this chart are the items and quantities you need to replace.

Complete the rest of the chart. The first one is done as an example.

ITEM	QUANTITY REQUIRED	NO. OF BOXES REQUIRED	REMAINING STOCK		
			BOXES	ITEMS PER BOX	TOTAL ITEMS
Example: CRISPS	100 PKTS	2	2	50	100
PEANUTS	75 PKTS				
BISCUITS	20 PKTS				
VEGETABLE SOUP	18 TINS				
FRUIT COCKTAIL	16 TINS				
SUGAR	400 SACHETS				

MODULE 11

TASKSHEET 18

MODULE AREA

Percentages and Decimals

SECTION A TITLE: HANDLE AND RECORD PAYMENTS

HOW TO USE THIS TASKSHEET

You are working at the Reception Desk of the Galaxy Hotel. Mrs Groome wants to pay her bill. She has been staying on a weekend break that has a special discount offer of 15% off the total price of the room. The normal price of double room no.23 for the two nights would be £70.00 before the discount is subtracted. She has also had a meal in the hotel restaurant costing £28.00 on which you must add a 10% service charge.

- Using today's date and time, prepare the following bill for her.
- Don't forget to add V.A.T. at the current rate.

GALAXY HOTEL

CUSTOMER NAME _____ DATE _____

ROOM NO. _____ TIME _____

TYPE OF ROOM _____

COST OF ROOM	
SPECIAL OFFER	
DISCOUNT	
SUB-TOTAL	
RESTAURANT (Inc. Service Charge)	
SUB-TOTAL	
V.A.T.	
TOTAL	

- The customer has given you £110.00 to pay her bill.
- How much change should you give her?

MODULE 11

TASKSHEET 19

MODULE AREA

Percentages and Decimals

SECTION A TITLE: MINESTRONE SOUP

HOW TO USE THIS TASKSHEET

You are working in the kitchen of the Galaxy Hotel for Lomel Catering Services Ltd. You have been asked to prepare the following ingredients for minestrone soup. However the quantity of ingredients you have been given is only for four portions and you need enough to make sixteen portions. Complete the following table. An example is done for you.

- **Remember:** There are 1000 millilitres in a litre and 1000grams in a kilogram.

INGREDIENT	GRAMS 4 PORTIONS	GRAMS 16 PORTIONS	KILOGRAMS 4 PORTIONS	KILOGRAMS 16 PORTIONS
Example: Margarine	25	100	0.025	0.1
Swede	100			
Tomatoes	400			
Macaroni	50			
Onions	200			
Leeks	500			
Carrots	300			
Bacon	75			
	MILLILITRES 4 PORTIONS	MILLILITRES 16 PORTIONS	LITRES 4 PORTIONS	LITRES 16 PORTIONS
Beef Stock	900			
Pepper	¼ × 5			
Salt	¼ × 5			

MODULE 12

TASKSHEET 20

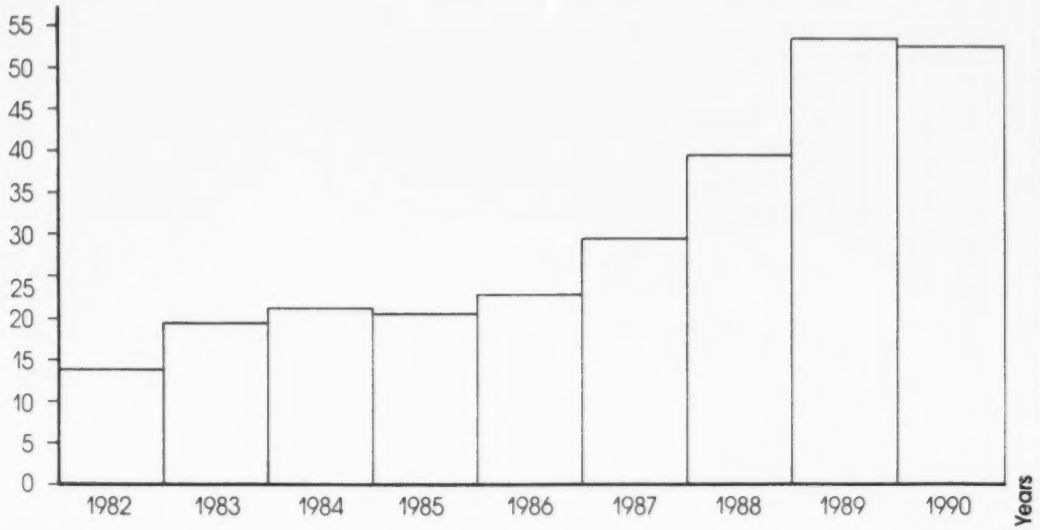
MODULE AREA

Interpreting Visual Information Part A

TITLE: FOOD POISONING CASES 1982-1990 FOR ENGLAND AND WALES

No. of people in thousands

BAR CHART



Source: Office of Population Census and Surveys

QUESTION: Which year showed the highest rate of food poisoning?

ANSWER:

QUESTION: Why do you think the incidence of food poisoning has increased between 1982-90?

ANSWER:

MODULE AREA

Interpreting Visual Information Part B

PIE CHARTS

Pie Charts can show the same information in percentage form.

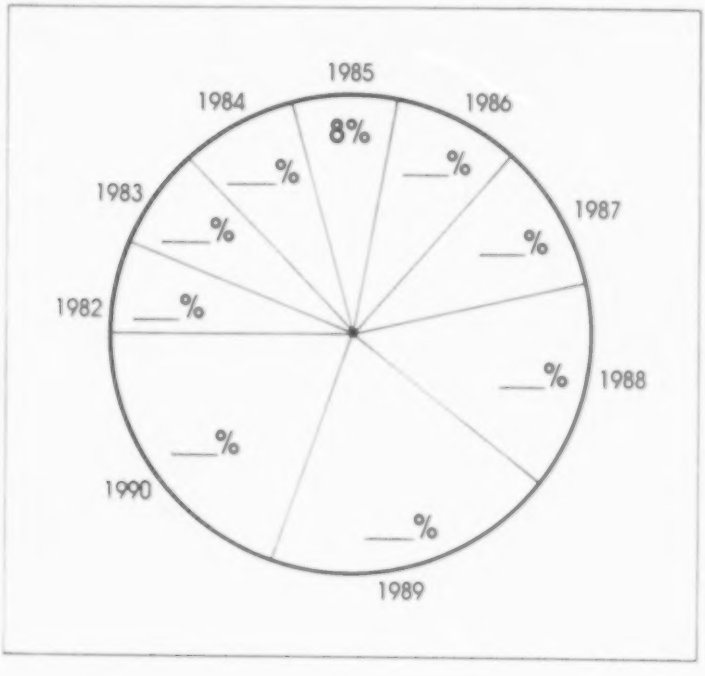
The circle equals 100%.

The incidence of food poisoning in 1985 equals 8 per cent of the circle, so we can say that between 1982 and 1990, 8% of the total food poisoning for that period occurred in 1985.

QUESTION: Estimate what the percentage of the other years appears to be.

REMEMBER – the total should equal 100!

ANSWER:



MODULE 12

TASKSHEET 21

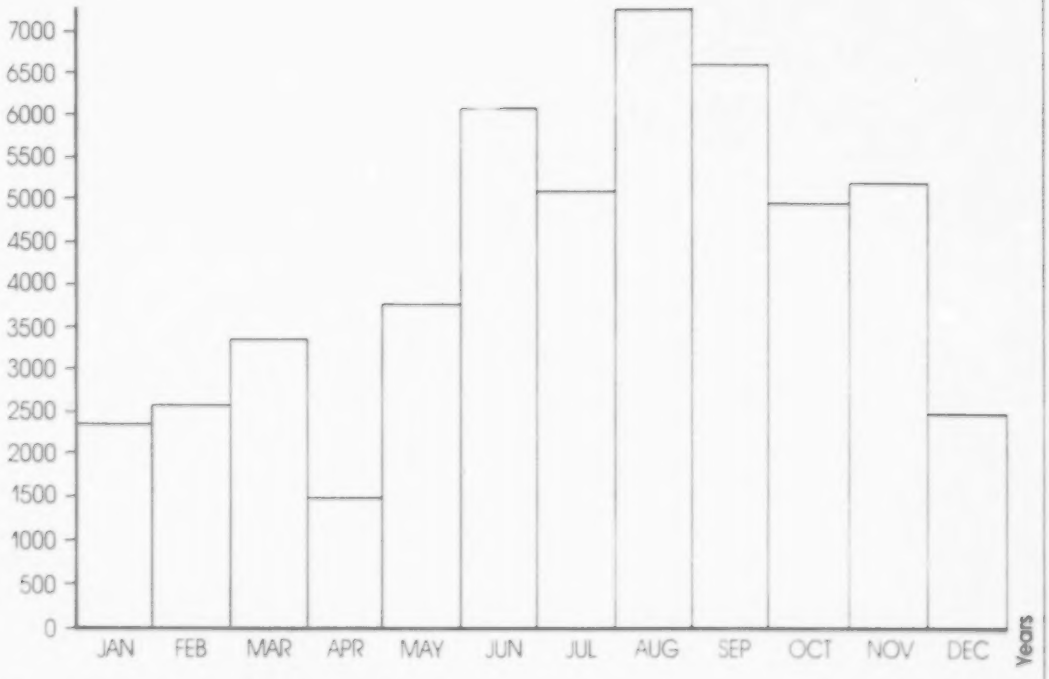
MODULE AREA

Interpreting Visual Information

TITLE: MONTHLY NOTIFICATION OF FOOD POISONING 1990 FOR ENGLAND AND WALES

No. of people

BAR CHART



Source: Office of Population Census and Surveys

QUESTION: Why do you think August has the highest incidence of food poisoning?

ANSWER:

MODULE AREA

Interpreting Visual Information

Below are the figures that have been used to draw this bar chart, combining formally notified figures and figures ascertained by other means.

Monthly Notification of Food Poisoning 1990.

a = original

b = corrected

		Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Formally Notified	a	1716	1942	2475	1880	2864	4608	3730	5103	4621	3330	3816	1812
	b	1650	1886	2358	1814	2755	4474	3690	5091	4538	3278	3658	1755
Ascertained by other means	a	801	817	1130	701	1079	1738	1486	2370	2198	1601	1677	766
	b	743	689	1038	644	992	1624	1441	2188	2066	1585	1564	726

QUESTION: What combination of figures have been used for the bar chart?

ANSWER:

MODULE 13

TASKSHEET 22

MODULE AREA

Metric Conversion

SECTION A TITLE: BEEF CASSEROLE

HOW TO USE THIS TASKSHEET

You are working in the kitchen of the Galaxy Hotel, and have been asked to prepare the ingredients for a beef casserole. Unfortunately, the recipe only gives you imperial units. Convert the recipe into metric units.

REMEMBER

- To convert pounds into kilograms, divide the number of pounds by 2.2.
- There are about 28 grams to one ounce. (round down to 25 grams)*.
- To convert pints into litres, divide the number of pints by 1.75.
- There are about 142 millilitres to a ¼ of a pint (round up to 150 millilitres)*.

RECIPE FOR BEEF CASSEROLE

INGREDIENTS	IMPERIAL	METRIC
Stewing Steak	10 lbs	
Margarine	5 ozs	
Tomatoes	4lbs	
Tomato puree	5 ozs	
Mushrooms	1¼lbs	
Stock	2 pts	
Red Wine	½pt	

* Using these figures makes it easier to work out the conversion into metric units.

In certain pastry and cake recipes you must use a more accurate conversion to produce a balanced recipe.

LOMEL CATERING SERVICES LTD – ACCIDENT REPORT FORM

Details of **all** accidents, however minor, must be entered in the Accident Report Book.

All staff injured at work must complete this form. If, due to injury, they are incapable of doing so, the form should be completed by another employee on their behalf.

COMPLETE IN BLOCK LETTERS

Name of injured person .....

Occupation .....

Department .....

Grade .....

Injury received (include nature of injury and part of body affected) .....

.....

Date and time of accident .....

Shift Time: From ..... to .....

Location of accident .....

Nature of accident .....

How the accident happened .....

.....

Witnesses

Name ..... Name .....

Dept. or address ..... Dept. or address .....

Tel. No ..... Tel. No .....

If necessary these may be continued on a separate sheet.

*Signed ..... Dept ..... Grade ..... Date .....

*Due to incapacity of injured employee this form has been completed by the undersigned.

Signed ..... Dept ..... Grade ..... Date .....

*Delete where applicable

Exemplar Materials

PUNCTUATION

- Punctuation is a collection of written marks and signs to break up words and to make the sense clear.

- The two most important punctuation marks are the **full stop** and the **comma**.

- The **full stop** tells the reader where the end of the sentence comes.

- A new sentence should always begin with a **capital letter**.

- Names of particular people, places and things must also begin with a capital letter.

  Example: **J**ohn, **L**ondon, **G**one with the **W**ind, **P**rime **M**inister, **W**ednesday.

- The word 'I' meaning 'me' should always be a capital letter.

- The **comma** can be used in four ways:

1. When you want the reader to pause slightly, but not enough to end the sentence.

   Example: When you have finished this **pack**, you should be more confident with your writing.

2. To mark off items in a list.

   Example: Spelling, **punctuation**, grammar and sentence structure are all important for effective writing.

   Note: There is no comma between the last two items because you use the word 'and'.

3. To show extra information within a sentence.

   Example: Spelling rules, **which are useful to learn**, are easier to remember than you think!

4. To mark off from the rest of the sentence any actual words that are spoken.

   Example: Kuldip said, " My writing is much better."

Exemplar Materials

SENTENCES AND PARAGRAPHS

- A **sentence** is a collection of words that make complete sense on their own.

  Example: **My supervisor told me about the new shifts** is a complete sentence.

  My supervisor told me about is not a complete sentence because it doesn't say what she told you about.

  My supervisor told about the new shifts is not a complete sentence because it doesn't say who she told.

- A sentence should not be too long, otherwise the reader will forget the beginning by the time she/he reaches the end! A useful guide is not to have more than two ideas in a sentence.

  Example: **The training room is booked tomorrow.** (one idea)

  The keys are missing. (one idea)

- You could join these ideas up to make one sentence by adding a 'joining word'.

  The training room is booked tomorrow but the keys are missing. (two ideas)

- A **paragraph** is a collection of sentences that have a linking theme. The first sentence in a paragraph is often called the **topic sentence**. This tells you what the paragraph is about.

  Example: The training room is booked tomorrow but the keys are missing. It turned out that Mary had used the room yesterday and taken the keys home. I had to telephone her at home because she is on leave for two days. She said that she would bring them in later today.

- This is the end of one paragraph. I am now going to start a new paragraph because I am going to change the subject.

  Example: It's not the first time that keys have disappeared. I remember last month when I had to lock the supply cupboard. The keys weren't in their usual place and I eventually found that Chef had them in his pocket! He had meant to put them straight back but forgot he had a meeting. He was in such a hurry he walked off with them.

Note: If you are hand writing start a new paragraph a few spaces into the line like this:

It's not the first time the keys have disappeared

If you are typing or wordprocessing new paragraphs can start at the beginning of the line.

Exemplar Materials

PROOFREADING

- **Proofreading** means checking your work for mistakes.
- When you read through your work, you will be concentrating on what it means and you may not notice mistakes.
- Proofreading is quite different. All your attention is on checking for mistakes. These could be spelling, punctuation or grammar mistakes.
- It's a good idea to proofread a little while after you have done your writing. Otherwise you will read what you think you have written and you may not spot the mistakes. You might like to check for one type of correction at a time.

  Example:

  1. Check for spelling.
  2. Check for Capital Letters.
  3. Check for other punctuation.
  4. Check that you have written complete sentences.
  5. Check that your sentences are not too long.
  6. Check that you have put the paragraphs in the right place.

- It is useful to go through the whole piece of writing putting a pencil ring around the things you are not sure about. You can then check spellings in a dictionary – you may be surprised at how many were right!
- Get someone else to check your work if you can. They will often see mistakes you have missed.
- When you have completed proofreading, write your final copy.

Exemplar Materials

TEN TIPS FOR USING THE TELEPHONE

IF YOU ARE MAKING THE CALL:

1. Plan. Think what you want to get from the call you are making. List the points you want to make in order of importance. Have paper and any other relevant information ready.

2. Identify yourself. Always say 'Good Morning' or 'Good Afternoon' first. This gives the other person time to gather their concentration. Then give your name and the name of your organisation.

3. Tell the person your reason for calling.

4. Be polite. If you have phoned at an inconvenient time, arrange another time to call back, or leave a message to have your call returned.

5. Make sure the call is complete. Check the message has been understood and sum up.

6. Agree any action you want to take.

IF YOU ARE RECEIVING THE CALL:

Many of the above points apply and you could add these to your list.

7. Try and answer the phone in three rings. This stops the caller from getting impatient and frustrated.

8. Listen carefully to the caller's reasons for phoning.

9. Don't interrupt!

10. Ask the caller to repeat anything you are not sure of.

REMEMBER: Always write down the purpose of the call and the action to be taken.

Exemplar Materials

SPELLING STRATEGIES

Look, Say, Cover, Write, Check.

- This is a technique to help you remember spellings.

- Pick a word you want to learn (Make sure you have the right spelling):

  Step 1 **Look** at it carefully

  Step 2 **Say** the word

  Step 3 **Cover** the word up

  Step 4 **Write** the word in one go, without looking back at the original

  Step 5 **Check** to see if you are right by looking back at the original.

- A useful way of practising this strategy is to take a long strip of paper and when you have written the original word, fold it over so you can't see it. You can keep folding it over for each attempt. Don't forget to check the spelling against your original!

Exemplar Materials

WORD BREAKING

- This is a technique that allows you to tackle one small part of a word at a time. This means that you are more likely to get it right because you can identify the mistake more quickly and concentrate on that part of the word.

- Another word for this strategy is **syllabification**.

- A **syllable** is the smallest part of a word which can be spoken separately. It is like a musical beat.

- A **syllable** will always contain at least one vowel or the letter 'y' which can act like a vowel.

- The **vowels** are the letters **a,e,i,o,u**.

- The **consonants** are all the other letters.

Example: ap pli ca ble
ap pro pri ate
im me di ate

If there is a double consonant in the word like 'pp' or 'mm' it is helpful to divide them into separate syllables. You are more likely to remember them that way!

Exemplar Materials

MNEMONICS

- This is a way of using memory aids to help with spelling. We often use this strategy for helping to remember telephone or cash card numbers.

- There are many words that don't follow an obvious pattern or rule and so are harder to remember.

- Here are some examples of mnemonics:

  Words within words: You can highlight with a different colour to make it stand out in your memory.

  For example: There is **sin** in bu**sin**ess

  A **secret**ary keeps a **secret**

  There is a **rat** in sepa**rate**

  The couple **wed** on **Wed**nesday.

- **Make up a mnemonic:**

  ne**cess**ary – You wear one collar (one c) and two socks (double s).

Exemplar Materials

ROOT WORDS

- Most long words end up that way because bits have been added to the beginning and end of the **root** word.

- The beginning bits are called **prefixes**.

- The end bits are called **suffixes**.

  For example:

  Root word grace

  Suffix ful

  Suffix ly

  Complete word gracefully

  Prefix dis

  Complete word disgracefully.

  When you try to spell a longer word, think about the **root** and then add the **prefixes** and **suffixes**.

- **NOTE:** Sometimes when you add a suffix, the spelling of the root word changes.

  For example: If the root word ends in '**e**' and you want to add an ending beginning with a vowel, you take away the '**e**' first.

  The vowel endings are:- **ing**, **er**, **ious**, **est**, **able**, **ed** and **y**

For Example: hoping
maker
gracious
bravest
believable
raced
juicy

For more information on spelling rules, read *'SPELLING IT OUT'* by Rhiannedd Pratley (BBC Books, 1988).

GALAXY HOTEL BOOKING FORM

DATE ..... TIME .....

NAME OF CUSTOMER .....

ROOM NUMBER .....

SERVICE REQUIRED .....

.....

COMPANY USED .....

.....

COMMENTS .....

.....

NAME OF EMPLOYEE .....

COPIES .....

Exemplar Materials

JOB CHANGES

There have been many changes in the job market over the past few years. During the last twenty _____ we have got used _____ words like unemployment, redundancy, and _____ retirement. There have been _____ many people chasing too _____ jobs.

All this is starting _____ change. There are far _____ teenagers around at present. _____ number of 16-19 year _____ will have fallen _____ over 1,000,000 between 1983 _____ 1993. This means that _____ will be fewer people _____ to do the necessary _____ to keep industry and _____ country going.

Employers will _____ looking for workers from groups _____ as: women, the unemployed, ethnic minorities, and older _____. In fact, 8 out _____ 10 people who are in _____ at the moment will _____ be in work in _____ year 2000.

Instead of getting _____ of people through retirement, redundancy etc., _____ will be encouraged to _____ on. They will need _____ be flexible and willing _____ take up training when _____ is offered.

There are _____ skills shortages in some areas. Employers are having to think about taking on people without qualifications or experience, and then training them for the job.

CLOZE

This activity can be used in a variety of ways:

- As a reading exercise by putting a word that makes sense in the gaps (there could be a choice of more than one word).
- As a spelling exercise by leaving out "key words" that you want to be able to spell.

Make sure that the words you leave out are obvious choices – it's a good idea to try your Cloze exercise out on a colleague first!

Exemplar Materials

GALAXY HOTEL

MEMORANDUM

TO	REF
FROM	DATE
SUBJECT	COPIES

Assessment Sheet

NAME OF EMPLOYEE ..... MODULE No. .....

MODULE AREA ..... SECTION .....

SUBJECT AREA .....

	Tick appropriate box			
	Competent	Needs more practise	Not competent	NOTES
SKILLS				
1.				
2.				
3.				
4.				
5.				
NVQ Unit Title and Element:				
Performance Criteria covered:				
1.				
2.				
3.				
4.				
5.				
BASIC SKILLS STANDARDS				

Unit Title	Unit	Element

Suggestions for further training:

Tutor's signature ..... Date .....

Assessment Sheet

EXAMPLE

NAME OF EMPLOYEE ..... MODULE No. 3

MODULE AREA Accident Reports SECTION A

SUBJECT AREA Health + Safety

	Tick appropriate box			
	Competent	Needs more practise	Not competent	NOTES
SKILLS				
1. Formal + Informal Language	✓			
2. Appropriate vocabulary	✓			
3. Separate facts from details + opinion		✓		
4. Present factual information logically		✓		
5. —				
NVQ				
Unit Title and Element: Maintain a safe + secure working Environment				
Performance Criteria covered:				
1.	✓			
2.		✓		
3.			✓	
4.	✓			
5.		✓		
BASIC SKILLS STANDARDS				

Unit Title	Unit	Element				
Communicating in Writing	4	1	✓			

Suggestions for further training:

Tutor's signature ..... Date .....

BASIC SKILLS AND STANDARDS SCHEMA

Reading Skill 1	*Foundation Level*	*Level 1*	*Level 2*	*Level 3*
Read and understand text in the form of letters, written instructions, manuals, notes, orders, etc.	Use and act on simple text (up to six sentences or one paragraph)	Understand and act on a written source (e.g. a letter up to one page long)	Choose and use appropriate material from more than one written source	Select and evaluate material from several written sources for a specific need

Reading Skill 2	*Foundation Level*	*Level 1*	*Level 2*	*Level 3*
Read and understand graphical material such as tables, signs, charts, labels, plans, maps, etc.	Get the main idea from a simple source (e.g. sign with a single message)	Understand and act on a graphical source up to one page long (e.g. a town map, price list, sign with multiple messages)	Select material from more than one graphical source (e.g. complex tables, plans)	Select and evaluate material from several graphical sources for a specific need

Reading Skill 3	*Foundation Level*	*Level 1*	*Level 2*	*Level 3*
Use reference systems such as filing systems, libraries, databases	Use a simple list	Consult a reference source to obtain simple information, (e.g. Yellow Pages, dictionary)	Use a reference system to obtain specific information (e.g. find a book in a library or a file in a filing system)	Select and use appropriate reference systems for a purpose (e.g. research an issue)

Writing Skill 1	*Foundation Level*	*Level 1*	*Level 2*	*Level 3*
Write accurate letters, notes, reports or messages	Write short simple notes or letters conveying up to two separate ideas	Write reports, letters or notes conveying up to four separate ideas	Write material in a specialised format (e.g. specifications, contracts, formal letters)	Write material in a variety of appropriate styles and formats according to need

Writing Skill 2	*Foundation Level*	*Level 1*	*Level 2*	*Level 3*
Complete forms or other pre-formatted documents	Fill in a basic form (e.g. write an order form, booking slip, receipt)	Complete a simple form (e.g. application form, time-sheet, claim form)	Complete an open-ended form (e.g. accident report form, telephone message form)	Complete forms in a variety of appropriate styles and formats as required

Numeracy Skill 1	*Foundation Level*	*Level 1*	*Level 2*
Handle cash or other financial transactions accurately, using till, calculator or ready reckoner as necessary	Transactions of up to seven similar items at a time, give change if necessary	Transactions of up to 20 items at a time, give change and calculate simple discounts	Transactions of any number of items at a time, and calculate complex discounts, OR use foreign currency

Numeracy Skill 2	*Foundation Level*	*Level 1*	*Level 2*
Keep records in numerical or graphical form	Record simple numerical information (e.g. count small batches)	Find the appropriate information and make a simple record based on it (e.g. simple stock-taking)	Find the appropriate information from several complex sources, make a record based on it (e.g. stock-taking and sales audit)

Numeracy Skill 3	*Foundation Level*	*Level 1*	*Level 2*
Make and monitor schedules or budgets in order to plan the use of time or money	Plan and monitor small amounts of time and money (up to 7 days or £250)	Plan and monitor amounts of time, money or expenditure (up to 4 weeks or £2,000)	Plan and monitor large amounts of time, money or spending (over 4 weeks or up to £20,000)

Numeracy Skill 4	*Foundation Level*	*Level 1*	*Level 2*
Calculate lengths, areas, weights or volumes accurately using appropriate tools, e.g. rulers, calculators, etc.	Simple calculations on familiar items in either metric or imperial units	Calculations on items of unfamiliar or irregular shape in either metric or imperial units	Calculations on items of complex or composite shape, use scale drawings, convert between metric and imperial units

Oral Comm. Skill 1	*Foundation Level*	*Level 1*	*Level 2*	*Level 3*
Give information to other people on the telephone or face to face	Give information on a single topic to one familiar person	Give information on several topics to unfamiliar people	Explain or describe things to people in order to help them	Prepare and make a formal presentation to a group of people

Oral Comm. Skill 2	*Foundation Level*	*Level 1*	*Level 2*	*Level 3*
Getting information from other people on the telephone or face to face	Getting information on a single topic from one familiar person	Getting information on several topics from unfamiliar people	Find, select and use appropriate information from several people to solve a problem	Find, select and use complex information from several people to solve a problem or support a case

Further copies are available from:

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